
Competences

zuletzt bearbeitet von Simon Skerlan

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TeBeVAT Competences

The TeBeVat competences are the building blocks of the assessment process and the description of occupational profiles and partial certificates. They are also used in the development of the structured portfolio.

Competences

(for the way the numbering of the competences is organised see [Structure](#))

00 General

- [00 00 00 03 01 Prepare personal work environment](#)
- [00 00 00 03 20 Use technical documentation](#)
- [00 00 00 04 30 Setup equipment in timely manner](#)
- [00 00 40 03 10 Communicate during the show](#)
- [00 00 50 03 10 De-rig electronic equipment](#)
- [00 00 50 03 20 Store performance equipment](#)

01 Lighting

- [01 00 10 04 20 Draw up a lighting plan](#)
- [01 00 20 04 10 Read lighting plan](#)
- [01 00 20 04 23 Prevent technical problems with lighting equipment](#)
- [01 00 20 04 25 Set up lighting board/console](#)
- [01 00 20 04 26 Distribute control signals](#)
- [01 00 20 04 28 Operate dimmer equipment](#)
- [01 00 20 04 29 Install lighting](#)
- [01 00 20 04 30 Focus lighting equipment](#)
- [01 00 20 04 50 Plot lighting states](#)
- [01 10 20 03 10 Set up follow spots](#)
- [01 30 20 04 20 Rig automated lights](#)
- [01 30 20 05 50 Plot lighting states with automated lights](#)
- [01 00 40 04 50 Operate a lighting console](#)
- [01 10 40 03 10 Operate follow spots](#)
- [01 00 60 04 10 Maintain lighting equipment](#)
- [01 00 60 04 11 Maintain dimmer equipment](#)
- [01 30 60 04 10 Maintain automated lighting equipment](#)

02 Sound

- [02 00 10 04 10 Technically design a sound system](#)
- [02 00 20 04 10 Fit up sound on stage](#)
- [02 00 20 04 11 Set up reinforcement system](#)
- [02 00 20 04 20 Perform technical sound check](#)
- [02 00 20 04 25 Perform soundchecks](#)
- [02 00 20 05 30 Program sound cues](#)
- [02 00 40 04 44 Use audio reproduction software](#)
- [02 00 40 04 60 Prevent undesired changes to sound design](#)
- [02 00 60 04 10 Maintain sound equipment](#)
- [02 10 40 05 20 Mix sound in a live situation](#)
- [02 10 40 05 25 Monitor mixing in a live situation](#)
- [02 20 10 04 10 Plan a recording](#)
- [02 20 20 04 20 Set up basic recording](#)
- [02 20 20 05 25 Set up a multi-track recording](#)
- [02 20 20 04 30 Record music](#)
- [02 20 20 04 55 Edit recorded sound](#)
- [02 30 20 04 10 Tune up wireless audio systems](#)
- [02 40 40 03 10 Use communication equipment](#)

03 Stage

- [03 00 10 04 10 Draw stage layouts](#)
- [03 10 10 04 30 Provide documentation](#)
- [03 00 20 04 10 Set up technical stage equipment](#)
- [03 00 20 03 20 Assemble scenic elements on stage](#)
- [03 00 20 03 21 Assemble the rehearsal set](#)
- [03 00 20 04 30 Prevent technical problems with scenic elements](#)
- [03 00 20 04 31 Prevent technical problems with stage equipment](#)
- [03 10 20 04 31 Mark the information from the ground plans on the stage area](#)
- [03 00 30 03 40 Handle scenic elements during rehearsal](#)
- [03 00 40 04 10 Operate stage movement control system](#)
- [03 10 40 03 22 Follow time cues](#)
- [03 10 40 04 22 Interact with actions on stage](#)
- [03 20 40 05 10 Operate automated stage movement control system](#)
- [03 00 60 04 10 Maintain stage equipment for horizontal movement](#)
- [03 20 60 04 10 Maintain moving constructions on stage](#)

04 Fly Systems

- [04 60 00 03 10 Perform regular checks on rigging equipment](#)
- [04 00 20 03 10 Assemble performance equipment](#)
- [04 50 20 03 50 Install temporary audience accommodation](#)
- [04 60 20 03 10 Hang chain hoists](#)
- [04 60 20 03 20 Assemble truss constructions](#)
- [04 60 60 03 10 Maintain chain hoists](#)
- [04 60 60 03 20 Maintain rigging equipment](#)

05 Image

- [05 00 20 04 10 Install image equipment](#)
- [05 00 20 04 20 Adjust projector](#)
- [05 10 20 03 10 Set up cameras](#)
- [05 00 40 04 20 Run a projection](#)
- [05 10 40 05 20 Mix live images](#)
- [05 00 60 04 10 Maintain audiovisual equipment](#)

06 Special Effects

- [06 30 00 04 10 Store pyrotechnical materials](#)

11 Technical

- [11 20 10 04 10 Assess power needs](#)
- [11 20 20 04 20 Set up generators](#)
- [11 20 20 03 30 Provide power distribution](#)
- [11 20 60 04 10 Maintain electrical equipment](#)

12 Set & Props

- [12 00 30 03 20 Dismantle the rehearsal set](#)
- [12 00 04 03 10 Change scenic elements during performance](#)

15 Logistics

- [15 20 00 03 10 Rig loads](#)
- [15 20 50 04 10 Pack electronic equipment](#)

30 Artistic

- [30 00 00 03 10 Understand artistic concepts](#)
- [30 00 00 04 20 Interpret artistic intentions](#)
- [30 00 10 03 10 Translate artistic concepts to technical designs](#)
- [30 00 20 04 10 Adapt existing designs to changed circumstances](#)
- [30 00 20 04 15 Adapt artistic plan to location](#)
- [30 00 20 04 20 Support a designer in the developing process](#)
- [30 00 30 03 10 Adapt to artists' creative demands](#)
- [30 05 00 04 10 Keep up with trends](#)
- [30 05 00 04 20 Monitor developments in technology used for design](#)
- [30 12 10 05 30 Consult with design team](#)

40 Administration

- [40 10 50 05 20 Archive documentation related to the work](#)
- [40 00 00 03 10 Keep personal administration](#)
- [40 00 00 03 20 Maintain professional administration](#)

50 Counseling & Guidance

- [50 10 00 05 20 - Listen actively](#)
- [50 10 00 05 30 - Use different communication channels](#)
- [50 20 00 05 10 - Have emotional intelligence](#)
- [90 10 00 05 90 - Give constructive feedback](#)
- [50 30 00 04 10 - Reflect on practice](#)

60 Health & Safety

- [60 00 00 03 02 Maintain a safe, hygienic and secure working environment](#)
- [60 00 00 03 06 Follow safety procedures when working at heights](#)
- [60 20 00 03 01 Work with respect for own safety](#)
- [60 20 00 03 03 Work ergonomically](#)
- [60 20 00 03 04 Use personal protection equipment](#)
- [60 30 00 03 08 Work safely with machines](#)
- [60 40 00 03 09 Work safely with chemicals](#)
- [60 45 00 03 07 Work safely with mobile electrical systems under supervision](#)
- [60 45 00 03 17 Ensure safety of mobile electrical systems](#)
- [60 50 00 05 21 React to emergency situations in a live performance environment](#)
- [60 70 00 05 27 Provide first aid](#)
- [60 80 00 03 05 Prevent fire in a performance environment](#)
- [60 80 00 03 15 Perform first fire intervention](#)
- [60 90 00 03 02 Follow environmentally-sustainable work practices](#)

70 Management

- [70 11 00 03 10 Promote yourself](#)
- [70 11 00 03 20 Manage personal professional development](#)
- [70 11 00 04 30 Document your own practice](#)
- [70 11 00 03 40 Monitor developments in field of expertise](#)
- [70 11 00 05 45 Monitor educational developments](#)
- [70 15 00 03 10 Develop professional network](#)
- [70 15 00 03 40 Establish educational network](#)
- [70 20 00 04 10 Lead a team](#)
- [70 20 10 04 30 Plan teamwork](#)
- [70 22 00 05 30 Identify Customers' needs](#)
- [70 22 00 05 40 Work with different target groups](#)
- [70 22 00 05 45 Assist clients with special needs](#)
- [70 23 10 04 30 Consult with stakeholders on implementation of a production](#)
- [70 30 00 04 60 Maintain system layout for a production](#)

- [70 30 10 05 10 Develop project schedule](#)
- [70 30 10 05 15 Plan workshop activity](#)
- [70 51 00 03 30 Manage technical resources stock](#)
- [70 51 00 04 20 Manage consumables stock](#)
- [70 51 00 05 10 Manage supplies](#)
- [70 51 00 20 40 Monitor the quality of delivered goods](#)
- [70 51 10 03 30 Organise resources for artistic production](#)
- [70 51 10 04 10 Analyse the need for technical resources](#)
- [70 51 20 04 10 Check material resources](#)
- [70 55 00 04 10 Write risk assessment on performing arts production](#)
- [70 55 00 05 30 Promote health and safety](#)
- [70 56 00 05 20 Update budget](#)
- [70 56 10 05 20 Calculate design costs](#)
- [70 56 10 05 30 Budget set costs](#)
- [70 58 20 04 10 Update design results during rehearsals](#)
- [70 58 40 04 10 Perform quality control of design during a run](#)
- [70 58 40 04 20 Ensure visual quality of the set](#)
- [70 58 40 04 20 Safeguard artistic quality of performance](#)
- [70 61 00 04 10 Manage sign-off of an installed system](#)
- [70 71 00 03 10 Keep personal administration](#)
- [70 58 00 05 10 Follow ethical code of conduct in assessment situations](#)
- [70 58 00 05 20 Apply quality standards to the interaction with candidates](#)

80 Trade

- [80 00 10 04 10 Advise client on technical possibilities](#)

90 Assessment

- [90 10 00 05 05 Coach clients](#)
- [90 10 00 05 10 Use consulting techniques](#)
- [90 10 00 05 15 Counsel clients](#)
- [90 10 00 05 20 Provide career counselling](#)
- [90 10 00 05 21 Advise on career](#)
- [90 10 00 05 30 assist clients with personal development](#)
- [90 10 00 05 90 Give constructive feedback](#)
- [90 20 00 05 30 Use questioning techniques for assessment](#)
- [90 20 00 05 12 Assess candidates](#)
- [90 10 00 05 70 Identify training needs](#)
- [90 10 00 05 75 Advise on training courses](#)
- [90 10 00 05 80 Provide assistance with job search](#)
- [90 10 00 05 85 Facilitate job market access](#)
- [90 20 00 05 10 - establish a work environment where candidates can demonstrate their competences](#)
- [90 20 00 05 20 - monitor assessment](#)
- [90 20 00 05 15 - show impartiality in an assessment situation](#)
- [90 20 00 05 80 - deliberate assessment results](#)

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- [KNO02 Assessment processes](#)

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monitor assessment (90 20 00 05 20)

[ESCO description](#)

Title	monitor assessment
Description:	Monitor the assessment process in the workplace, educational context or in validation situation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/9f4b0bcb-e2eb-4e8c-b866-f868073af856
ESCO version:	1.1

[In other languages](#)

Deutsch:	Bewertungen überwachen
Nederlands:	beoordeling opvolgen
Italiano:	controllare la valutazione

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in Progress SKR / derived - sop not exactly in ESCO

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 20
Place in the process:	00
Level:	05
Unique identifier:	20

Sectoral detail

Skills

- monitor the assessment process according given guidelines

Knowledge

- knowledge about assessment process structure
- knowledge about assessment process guidelines

Autonomy / attitude

- Sense of methodology
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to monitor the assessment process in the workplace, educational context or in validation situation.
2. I am uncertain how to monitor the assessment process in the workplace, educational context or in validation situation.
3. I know how to monitor the assessment process in the workplace, educational context or in validation situation.
4. I am more than able to monitor the assessment process in the workplace, educational context or in validation situation.

Mentor assessment

1. ... doesn't know how to monitor the assessment process in the workplace, educational context or in validation situation.
2. ... is uncertain how to monitor the assessment process in the workplace, educational context or in validation situation.
3. ... knows how to monitor the assessment process in the workplace, educational context or in validation situation.
4. ... is more than able to monitor the assessment process in the workplace, educational context or in validation situation.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
-

Training

Practical training in simulated and real life situations.

References

- [put references to other competence systems here]

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Set up lighting board/console (01 00 20 04 25)

[ESCO description](#)

Title	Set up lighting board/console
Description:	Install, connect and try out lighting board/console in a live performance environment.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/8108e0ae-98f0-494c-9199-ec3bee50446a
ESCO version:	1.08

[In other languages](#)

Deutsch:	Lichtanlage einrichten (Installieren, Anschließen und Testen einer Lichtanlage im Rahmen ein
Nederlands:	lichtborden opzetten (Het installeren, verbinden en uitproberen van een lichtbord in een live pe
Italiano:	configurare una lavagna luminosa (Installare, collegare e provare una lavagna luminosa in un

[Development notes](#)

Status: **In progress** / second read / finalised (date)

(The notes below will be removed at the end of the project)

[Training / References](#)

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	01 00
Place in the process:	20
Level:	04
Unique identifier:	25

Sectoral detail

Skills

- Place and secure the light console
- Connect to the power supply
- Connect to the control system
- Check all the operating functions

Knowledge

- Read technical drawings and written information
- Use of different types of consoles

Autonomy / Attitude

- Problem-solving approach
-

Assessment

Self assessment

1. I don't know how to install, connect and try out light board in a live performance environment.
2. I am uncertain how to install, connect and try out light board in a live performance environment.
3. I know how to install, connect and try out light board in a live performance environment.
4. I am more than able to install, connect and try out light board in a live performance environment.

Mentor assessment

1. ... doesn't know how to install, connect and try out light board in a live performance environment.
2. ... is uncertain how to install, connect and try out light board in a live performance environment.
3. ... knows how to install, connect and try out light board in a live performance environment.
4. ... is more than able to install, connect and try out light board in a live performance environment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training should take place on site or in a simulated environment. Trainees should have experience with different boards/consoles (type/manufacturer).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3b) Select, connect and configure lighting instruments, lighting desks and additional devices, Select the lighting console based on the required DMX channels and storage options – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W5: Levert lichtinstallatie werkend op. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Operate follow spots (01 10 40 03 10)

[ESCO description](#)

Title	Operate follow spots
Description:	Use follow spots during a live performance based on visual cues or documentation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/081c58df-0ce8-4fc0-a031-14481c80f32a
ESCO version:	1.08

[In other languages](#)

Deutsch:	Verfolger bedienen (Bedienen von Verfolgern während einer Live-Darbietung auf der Grundlage von Verfolgern)
Nederlands:	volgspots bedienen (Volgspots (verlichting) tijdens een live-uitvoering bedienen op basis van verlichting)
Italiano:	utilizzare un seguipersona (Utilizzare un seguipersona durante un'esibizione dal vivo sulla base di un seguipersona)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

Preferences?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	01 10
Place in the process:	40
Level:	03
Unique identifier:	10

Sectoral detail

Skills

- Document your own cues
- Act on visual, audio or called cues
- Operate the follow spot
- Ensure the correct shape, colour and intensity
- Anticipate stage actions
- React accurately to unexpected situations

Knowledge

- Read the script and understanding written directions
- Understands the operation of a follow spot
- Understands the cue system

Autonomy / Attitude

- Accuracy
-

Assessment

Self assessment

1. I don't know how to use follow spots during a live performance based on visual cues or documentation.
2. I am uncertain how to use follow spots during a live performance based on visual cues or documentation.
3. I know how to use follow spots during a live performance based on visual cues or documentation.
4. I am more than able to use follow spots during a live performance based on visual cues or documentation.

Mentor assessment

1. ... doesn't know how to use follow spots during a live performance based on visual cues or documentation.
2. ... is uncertain how to use follow spots during a live performance based on visual cues or documentation.
3. ... knows how to use follow spots during a live performance based on visual cues or documentation.
4. ... is more than able to use follow spots during a live performance based on visual cues or documentation.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive
 - [Structured Portfolio](#)
-

Training

Trainees should practice using different follow spots in conjunction with cues in different situations on site or in a simulated environment.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5b) Light scenes, configure and set up lighting desks, carry out lighting rehearsals, Carry out lighting rehearsals, prepare lighting scenes and set up presets – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5f) Rehearse scenes and scene changes, Rehearse lighting cues for individual scenes – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6c) Execute event performances and presentations, Operate technical equipment in a live environment and use them flexibly depending on the situation – BiBB Bundesinstitut

für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W2: Bedient lichttechniek tijdens de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Listen actively (50 10 00 05 20)

[ESCO description](#)

Title

listen actively

Description:

Give attention to what other people say, patiently understand points being made, asking questions at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service accordingly.

Scope note:

[put ESCO scope note here]

Concept URI:

<http://data.europa.eu/esco/skill/a17286c5-238d-4f0b-bc24-29e9121345de>

ESCO version:

1.09

[In other languages](#)

Deutsch:

aufmerksam zuhören

Nederlands:

actief luisteren

Italiano:

ascoltare attentamente

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

In progress SKR

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	50 10
Place in the process:	10
Level:	05
Unique identifier:	20

Sectoral detail

Skills

- Giving attention to what other people say
- Keeping conversation etiquette
- Deriving key points of the conversation

Knowledge

- Knowledge about conversation strategies

Autonomy / Attitude

- Sense of methodology
 - Concentration
-

Assessment

Self assessment

1. I don't know how to 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.
2. I am uncertain how to 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.
3. I know how to 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.
4. I am more than able to 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.

Mentor assessment

1. ... doesn't know how to 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.
 2. ... is uncertain how to 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.
 3. ... knows how to 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.
 4. ... is more than able to 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.
-

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
-

Training

On-site training or in simulated environment in the group or with external people.

References

- [put references to other competence systems here]

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Use questioning techniques for assessment (90 20 00 05 30)

[ESCO description](#)

Title

use questioning techniques for assessment

Description:

Use different questioning techniques such as semi-structured interviews, open and closed questions of information to be gathered.

Scope note:

[put ESCO scope note here]

Concept URI:<http://data.europa.eu/esco/skill/cb65d537-9a5e-4e73-914f-f4ed2b67301c>**ESCO version:**

1.09

[In other languages](#)

Deutsch:

Fragetechniken zur Bewertung einsetzen

Nederlands:

ondervragingstechnieken gebruiken voor de beoordeling

Italiano:

utilizzare tecniche di interrogazione a fini di valutazione

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#)

90 20

[Place in the process:](#)

00

[Level:](#)

05

Unique identifier:

30

Sectoral detail

Skills

- use different questioning techniques adapted to the type of information to be gathered

Knowledge

- knowledge about questioning techniques

Autonomy / attitude

- Sense of methodology
 - Problem-solving approach
-

Assessment

Self assessment

1. I don't know how to 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.
2. I am uncertain how to 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.
3. I know how to 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.
4. I am more than able to 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.

Mentor assessment

1. ... doesn't know how to 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.
2. ... is uncertain how to 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.
3. ... knows how to 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.
4. ... is more than able to 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.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
-

Training

Practical classes with guided group trainings and complimentary classroom lessons.

References

- [put references to other competence systems here]

Contents

- [Title \(70 56 00 05 20\) Update budget](#)
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 - [Assessment](#)
 - [Self assessment](#)
 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
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Title (70 56 00 05 20) Update budget

[ESCO description](#)

Title	Update budget
Description:	Make sure that a given budget remains up to date using most recent and most accurate information that the set budgetary goals can be reached within the given context.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/1972c7f5-b157-42ad-bd7e-0e05cdfd5327
ESCO version:	1.08

[In other languages](#)

Deutsch:	Finanzmittel auf dem neuesten Stand halten (Sicherstellen, dass ein Haushalt stets auf dem gegebenen Kontext erreicht werden können.)
Nederlands:	budget bijwerken (Zorg ervoor dat een bepaald budget actueel blijft aan de hand van de meest l
Italiano:	aggiornare il bilancio (Assicurarsi che un determinato bilancio rimanga aggiornato utilizzando le

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	70 56
Place in the process:	10
Level:	00
Unique identifier:	20

Sectoral detail

Skills

- Gather accurate and detailed information about expenditures
- Monitor expenditure progress against the given budget
- Gather accurate and detailed information on foreseen changes
- Update budgets according to the changed needs and the available budget
- Reallocate costs to expenditure headings to reflect changes
- Report current situation to responsible people

Knowledge

- Methods for budgeting
- Sorts of expenditure headings and budget levels (available budget)
- Organisations financial systems and procedures
- Reporting methods
- Documenting methods

Autonomy / attitude

- Being realistic
 - Sense of methodology
 - Awareness of cost-effectiveness
-

Assessment

Self assessment

1. I don't know how to prepare set production budgets and estimate the necessary costs.
2. I am uncertain how to prepare set production budgets and estimate the necessary costs.
3. I know how to prepare set production budgets and estimate the necessary costs.
4. I am more than able to prepare set production budgets and estimate the necessary costs.

Mentor assessment

1. ... doesn't know how to prepare set production budgets and estimate the necessary costs.
2. ... is uncertain how to prepare set production budgets and estimate the necessary costs.
3. ... knows how to prepare set production budgets and estimate the necessary costs.
4. ... is more than able to prepare set production budgets and estimate the necessary costs.

Acceptable assessment methods

- [Post Box Exercise](#)
 - [Criterion Based Interview](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Working with training budgets (Post Box Exercises) in different situations and venues.

References

- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 70 56 00 08 - Update budget, Page 230
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 7.4a) Document the order process, contract and accounting data, Record quantitative changes for planning, Determine increases or decreases in outlay, Gather the necessary data for billing (e.g. hourly records, subleases, material expenses) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1: Voert de preproductie uit. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Keep personal administration (40 00 00 03 10)

[ESCO description](#)

Title	keep personal administration
Description:	File and organise personal administration documents comprehensively.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/9df34bc3-25d4-4452-a896-4d19b94ef896
ESCO version:	1.1.0

[In other languages](#)

Deutsch:	Verwaltungsdokumente führen
Nederlands:	persoonlijke administratie bijhouden
Italiano:	mantenere un archivio di informazioni personali

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress SKR

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	40 00
Place in the process:	00
Level:	03
Unique identifier:	10

Sectoral detail

Skills

- establish and maintain a structured system to store administration documents comprehensively

Knowledge

- knowledge about different file storing systems (analog and digital)

Autonomy / attitude

- Accuracy
 - Sense of methodology
-

Assessment

Self assessment

1. I don't know how to file and organise personal administration documents comprehensively.
2. I am uncertain how to file and organise personal administration documents comprehensively.
3. I know how to file and organise personal administration documents comprehensively.
4. I am more than able to file and organise personal administration documents comprehensively.

Mentor assessment

1. ... doesn't know how to file and organise personal administration documents comprehensively.
2. ... is uncertain how to file and organise personal administration documents comprehensively.
3. ... knows how to file and organise personal administration documents comprehensively.
4. ... is more than able to file and organise personal administration documents comprehensively.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
 - [Oral Examination](#)
 - [Written Test - Multiple Choice](#)
 - [Written Test - Open Answers](#)
-

Training

Classroom lessons about different file storing systems in combination with training on the most common systems.

References

- [put references to other competence systems here]

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- [Budget set costs \(70 56 10 05 30\)](#)
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 - [Acceptable assessment methods](#)
 - [Training](#)
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Budget set costs (70 56 10 05 30)

[ESCO description](#)

Title	Budget set costs
Description:	Prepare set production budgets.
Scope note:	N/A
Concept URI:	http://data.europa.eu/esco/skill/1972c7f5-b157-42ad-bd7e-0e05cdfd5327
ESCO version:	1.08

[In other languages](#)

Deutsch:	Budget für die Herstellung von Kulissen planen (Festgelegte Produktionsbudgets vorbereiten)
Nederlands:	decorkosten begroten (De decorproductie begroten.)
Italiano:	definire il bilancio dei costi per il set (Preparare bilanci di produzione per il set.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

This refers to smaller productions where the planning has been done and cost estimates are directly related to the materials and working time. in this competence “costs” also refer to costs for lighting and sound equipment and personnel.

[Structure](#)

[Field and subfield:](#) 70 56

Place in the process:	10
Level:	05
Unique identifier:	30

[Sectoral detail](#)

[Skills](#)

- Gather accurate and detailed information about expenditure headings
- Identify the costs required for resources
- Identify the available budget
- Budget for contingencies
- Allocate costs to expenditure headings
- Discuss budget with responsible people
- Confirm budget with responsible people

[Knowledge](#)

- Methods for budgeting
- Sorts of expenditure headings and budget levels
- Organisations financial systems and procedures
- Reporting and documenting methods

[Autonomy / attitude](#)

- Being realistic
 - Awareness of cost effectiveness
 - Sense of methodology
-

[Assessment](#)

[Self assessment](#)

1. I don't know how to prepare set production budgets.
2. I am uncertain how to prepare set production budgets.
3. I know how to prepare set production budgets.
4. I am more than able to prepare set production budgets.

[Mentor assessment](#)

1. ... doesn't know how to prepare set production budgets.
2. ... is uncertain how to prepare set production budgets.
3. ... knows how to prepare set production budgets.
4. ... is more than able to prepare set production budgets.

[Acceptable assessment methods](#)

- [Post Box Exercise](#)
 - [Criterion Based Interview](#)
 - Supportive:
 - [Structured Portfolio](#)
-

[Training](#)

Working with training budgets (Post Box Exercises) in different situations and venues.

[References](#)

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.1d) Assess event-related concepts, especially from a legal,

organizational, economic and design perspective, Assess submitted concepts, Estimate organizational time and effort, Consider economic feasibility – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 7.1d) Determine costs according to operational guidelines, taking time, material and financial expenses into account, Estimate the project costs according to calculation schemes, Determine total costs for personnel and material, Determine costs for external personnel and external material – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1: Voert de preproductie uit. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Setup equipment in timely manner (00 00 00 04 30)

[ESCO description](#)

Title	Set up equipment in timely manner
Description:	Make sure to set up equipment according to deadlines and time schedules.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/f32eb5de-3fc7-4bba-853a-c6f2f043c33e
ESCO version:	1.08

[In other languages](#)

Deutsch:	Ausrüstung zum richtigen Zeitpunkt bereitstellen (Sicherstellen, dass Ausrüstung entsprec
Nederlands:	uitrusting tijdig opzetten (Ervoor zorgen dat u de uitrusting volgens deadlines en tijdschema's
Italiano:	configurare le attrezzature in modo tempestivo (Assicurarsi di configurare le apparecchiature

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

[References?](#)

[Sectoral layer](#)

- excludes the building, using and hanging of the suspension constructions.
- limited to the physical placement of the temporary equipment.
- excludes the electrical connections (which are dealt with in the competence on mobile electricity)

[Structure](#)

Field and subfield:	00 00
Place in the process:	00
Level:	04
Unique identifier:	30

Sectoral detail

Skills

- Transport, place, move, stack and transport technical performance equipment and materials according to the needs during the fit up.
- Inspect the technical performance equipment visually for damage, wear and tear.
- Mount and rig technical performance equipment according to instructions and/or plans.
- Take safety precautions when working at or below heights.
- Check that technical performance equipment and objects can move freely during different operations when needed.
- Immobilize technical performance equipment once in place.
- Secure technical performance equipment and accessories.
- Check that all technical performance equipment is secured according to safety procedures.
- Take action if something goes wrong or is unsafe.
- Report if something is not performed according to the agreed procedures.

Knowledge

- Principles of mechanics.
- Identifying and checking technical performance equipment.
- Suspension systems.

Autonomy / Attitude

- Safety awareness.
 - Awareness of others' behaviour
 - Awareness of movements around you.
-

Assessment

Self assessment

1. I don't know how to make sure to set up equipment according to deadlines and time schedules.
2. I am uncertain how to make sure to set up equipment according to deadlines and time schedules.
3. I know how to make sure to set up equipment according to deadlines and time schedules.
4. I am more than able to make sure to set up equipment according to deadlines and time schedules.

Mentor assessment

1. ... doesn't know how to make sure to set up equipment according to deadlines and time schedules.
2. ... is uncertain how to make sure to set up equipment according to deadlines and time schedules.
3. ... knows how to make sure to set up equipment according to deadlines and time schedules.
4. ... is more than able to make sure to set up equipment according to deadlines and time schedules.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)

Supportive:

- [Structured Portfolio](#)
-

Training

It is necessary that routines in different situations and environments are performed.

References

- ETTE - European Theatre Technicians Education; Fit up and rig performance equipment, Chapter 10-1

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2g) Select and use work equipment, especially ladders, scaffolding and tools – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3) Setting up, bringing into service, connecting, and operating equipment – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W3: Plaatst en hangt licht, geluids-, beeldapparatuur en (overige) materialen in. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Draw stage layouts (03 00 10 04 10)

[ESCO description](#)

Title	Draw stage layouts
Description:	Sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/17363757-35c3-4b1e-84be-4aa53fb5b8d3
ESCO version:	1.08

[In other languages](#)

Deutsch:	Bühnenentwürfe zeichnen (Bühnenentwürfe manuell zeichnen oder skizzieren.)
Nederlands:	podiumindelingen tekenen (Manueel tekenen of schetsen van podiumindelingen.)
Italiano:	disegnare le disposizioni delle scene (Disegno o schizzo a mano delle disposizioni delle scene)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

The ESCO translations are not precise. This competence is not about "designing", but about fitting a design to the performance space.

This can also be done digitally.

Structure

Field and subfield:	03 00
Place in the process:	10
Level:	04

Unique identifier:

10

Sectoral detail

Skills

- Interpret scenographical and venue drawings
- Calculate dimensions and scales
- Draw the set layout on the ground plan and section
- Work in scale

Knowledge

- Understands the intentions of the set designer
- Line, symbol and layer systems for building and scenographic drawings

Autonomy / Attitude

- Accuracy
 - Respect for the artistic concept
-

Assessment

Self assessment

1. I don't know how to sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.
2. I am uncertain how to sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.
3. I know how to sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.
4. I am more than able to sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.

Mentor assessment

1. ... doesn't know how to sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.
2. ... is uncertain how to sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.
3. ... knows how to sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.
4. ... is more than able to sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.

Acceptable assessment methods

- [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - Supportive.
 - [Criterion Based Interview](#)
-

Training

Training should involve different venues and settings using state of the art drawing tools.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4i) Create technical documents for event technology systems, Develop lighting plans and patch lists, Use of specific programs (e.g. CAD) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 10 01 Draw Stage layouts manually - Page 98

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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Advise on career (90 10 00 05 21)

[ESCO description](#)

Title	advise on career
Description:	Provide personalised help, guidance and information to people in order to make them grow in their
Scope note:	
Concept URI:	http://data.europa.eu/esco/skill/855f15f1-3add-44b9-a724-7d0be617fdb2
ESCO version:	1.09

[In other languages](#)

Deutsch:

Laufbahnberatung leisten

Nederlands:

advies geven over carrière

Italiano:

fornire consulenza sulla carriera

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

second read SKR

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	21

Sectoral detail

Skills

- Carrying out interviews to find out the current career state.
- Planning of career development in accordance to the goals of the client.
- Inform and guide clients to reach their personal career development goals.

Knowledge

- Knowledge about goal oriented interviews
- Knowledge about career planning and development

Autonomy / attitude

- Creative Thinking
 - Being realistic
 - Sense of methodology
 - Concentration
 - Problem-solving approach
 - Preparedness for LifeLong-Learning
 - Motivated
 - Positive approach
 - Empathy
-

Assessment

Self assessment

1. I don't know how to provide personalised help, guidance and information to people in order to make them grow in their careers.
2. I am uncertain how to provide personalised help, guidance and information to people in order to make them grow in their careers.
3. I know how to provide personalised help, guidance and information to people in order to make them grow in their careers.
4. I am more than able to provide personalised help, guidance and information to people in order to make them grow in their careers.

Mentor assessment

1. ... doesn't know how to provide personalised help, guidance and information to people in order to make them grow in their careers.
2. ... is uncertain how to provide personalised help, guidance and information to people in order to make them grow in their careers.
3. ... knows how to provide personalised help, guidance and information to people in order to make them grow in their careers.
4. ... is more than able to provide personalised help, guidance and information to people in order to make them grow in their careers.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
-

- [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test - Open Answers](#)
-

Training

Training in simulated environment / guided role-play involving other students. For good practice it is necessary to gain experience, so should those trainings be carried out regularly.

References

- [put references to other competence systems here]

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- [Use consulting techniques \(90 10 00 05 10\)](#)
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 - [Training](#)
 - [References](#)

Use consulting techniques (90 10 00 05 10)

[ESCO description](#)

Title	Use consulting techniques
Description:	Advise clients in different personal or professional matters.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92
ESCO version:	1.08

[In other languages](#)

Deutsch:	Kunden schulen (Aktive Unterstützung der Kunden dabei, ihre Stärken auszubauen und ihr Selbstvertrauen zu stärken)
Nederlands:	klanten coachen (Klanten actief helpen om hun kracht en vertrouwen te vergroten. Cursussen en workshops aanbieden)
Italiano:	assistere i clienti (Aiutare attivamente i clienti a migliorare i loro punti di forza e la loro fiducia. Proporre corsi e workshop)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	10

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to advise clients in different personal or professional matters.
2. I am unsure how to advise clients in different personal or professional matters.
3. I know how to advise clients in different personal or professional matters.
4. I am more than able to advise clients in different personal or professional matters.

Mentor assessment

1. ... doesn't know how to advise clients in different personal or professional matters.
2. ... is uncertain how to advise clients in different personal or professional matters.
3. ... knows how to advise clients in different personal or professional matters.
4. ... is more than able to advise clients in different personal or professional matters.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on site](#)
 - [Role play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
 - [Criterion based interview](#)
 - [Oral examination](#)
 - [Written test multiple choice](#)
 - [Written test open answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Fit up sound on stage (02 00 20 04 10)

[ESCO description](#)

Title	Fit up sound on stage
Description:	Set up, rig, connect, test and tune audio equipment on stage.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/4bd3cd7d-b061-4cc2-ba8d-3262065ebbf0
ESCO version:	1.08

[In other languages](#)

Deutsch:	Klang auf der Bühne anpassen (Aufbauen, Einrichten, Anschließen, Testen und Einstellen der Audioausrüstung auf der Bühne.)
Nederlands:	geluidsapparatuur op het podium installeren (Opstellen, aansluiten, verbinding leggen, testen en afstemmen van de audioapparatuur op het podium.)
Italiano:	sintonizzare il suono sul palco (Impostare, allestire, collegare, testare e mettere a punto apparecchiature audio sul palco.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References ?

Sectoral layer

Structure

Field and subfield:	02 00
Place in the process:	20
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Read the documentation
- Collect the planned equipment
- Fix and secure equipment according to documents
- Pre-focus speakers
- Connect equipment to electrical system
- Connect equipment to amplifiers or stage box (if any)
- Fix and secure the connections

Knowledge

- Understanding of drawings, symbols and scales
- Rigging methods
- Handling procedures for sound equipment
- Different types of signals
- Different types of cables and connectors

Autonomy / Attitude

- Awareness of risks related to sound levels
 - Safety awareness
 - Respect for the artistic concept/process
 - Sense of methodology
 - Able to cooperate
 - Respect of the timeline
 - Respect for the team
-

Assessment

Self assessment

1. I don't know how to set up, rig, connect, test and tune audio equipment on stage.
2. I am uncertain know how to set up, rig, connect, test and tune audio equipment on stage.
3. I know how to set up, rig, connect, test and tune audio equipment on stage.
4. I am more than able to set up, rig, connect, test and tune audio equipment on stage.

Mentor assessment

1. ... doesn't know how how to set up, rig, connect, test and tune audio equipment on stage.
2. ... is uncertain know how to set up, rig, connect, test and tune audio equipment on stage.
3. ... knows how to set up, rig, connect, test and tune audio equipment on stage.
4. ... is more than able to set up, rig, connect, test and tune audio equipment on stage.

Acceptable assessment methods

- [Observation in Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5c) Position and set up microphones, configure and set up sound mixers and carry out a sound check, – BIBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 20 01 - Fit up and rig sound on stage - Page 61
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W4: Sluit licht-, geluids- en beeldapparatuur aan. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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- [Follow time cues \(03 10 40 03 22\)](#)
 - [ESCO description](#)
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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Follow time cues (03 10 40 03 22)

[ESCO description](#)

Title

Follow time cues

Description:

Observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately

Scope note:

n.a.

Concept URI :<http://data.europa.eu/esco/skill/0cd8732f-e69c-4644-be07-e8bf5edc01af>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

Einsätzen folgen (Befolgen der Anweisungen des Dirigenten, Orchesters oder Regisseurs und

Nederlands:

timingsignalen opvolgen (De dirigent, het orkest of regisseur observeren en de tekst en de vo

Italiano:

seguire i segnali d'entrata (Osservare il direttore d'orchestra, l'orchestra o il direttore e seguir

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#) 03 10[Place in the process:](#) 40[Level:](#) 03[Unique identify:](#) 22

Sectoral detail

Scope Note:

This ESCO competence does not exactly fit the needs for technicians in all respects. It should be called "execute cues".

Skills

- reading the script or score
- document your own cues
- run cues on documentation
- run called cues
- act on visual or audio cues (follow the stage actions)

Knowledge

- understand cue documentation methods
- understand cueing processes

Autonomy / attitude

- Accuracy
Concentration
-

Assessment

Self assessment

1. I don't know how to observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.
2. I am uncertain how to observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.
3. I know how to observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.
4. I am more than able to observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.

Mentor assessment

1. ... doesn't know how to observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.
2. ... is uncertain how to observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.
3. ... knows how to observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.
4. ... is more than able to observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Trainees should practice using different cueing processes in conjunction with different fields of technology with different situations on site or in a simulated environment.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area 10: Execute event performances and presentations: Operate technical equipment in a live environment and use them flexibly depending on the situation - BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P2-K1: Regelt de techniek tijdens de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Construct a working platform (04 50 20 03 20)

ESCO description

Title	Construct a working platform
Description :	When the structural elements of the scaffolding are completed, attach a working platforms. Place o rail that separates it from the main scaffolding deck.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/ad6cc4f7-0735-4924-a8fa-271d147e48d2
ESCO version :	1.08

In other languages

German:	Arbeitsplattform bauen (Nach Fertigstellung der strukturellen Elemente der Gerüstkonstruktion Hauptgerüstboden trennt.)
Nederlands:	werkplatform bouwen (Wanneer de structurele elementen van de steigerconstructie zijn voltooid hoofdsteiger.)
Italiano:	costruire il piano di lavoro del ponteggio (Quando sono stati completati gli elementi strutturali ponte principale del ponteggio.)

Development notes

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield :	04 50
Place in the process :	20

Level : 03
Unique identify: 20

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to when the structural elements of the scaffolding are completed, attach working platforms. place decks on the platform and remove the guard rail that separates it from the main scaffolding deck.
2. I am uncertain how to when the structural elements of the scaffolding are completed, attach working platforms. place decks on the platform and remove the guard rail that separates it from the main scaffolding deck.
3. I know how to when the structural elements of the scaffolding are completed, attach working platforms. place decks on the platform and remove the guard rail that separates it from the main scaffolding deck.
4. I am more than able to when the structural elements of the scaffolding are completed, attach working platforms. place decks on the platform and remove the guard rail that separates it from the main scaffolding deck.

Mentor assessment

1. ... doesn't know how to when the structural elements of the scaffolding are completed, attach working platforms. place decks on the platform and remove the guard rail that separates it from the main scaffolding deck.
2. ... is uncertain how to when the structural elements of the scaffolding are completed, attach working platforms. place decks on the platform and remove the guard rail that separates it from the main scaffolding deck.
3. ... knows how to when the structural elements of the scaffolding are completed, attach working platforms. place decks on the platform and remove the guard rail that separates it from the main scaffolding deck.
4. ... is more than able to when the structural elements of the scaffolding are completed, attach working platforms. place decks on the platform and remove the guard rail that separates it from the main scaffolding deck.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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- [Set up follow spots \(01 10 20 03 10\)](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Set up follow spots (01 10 20 03 10)

[ESCO description](#)

Title	Set up follow spots
Description:	Install and test follow spots in different types of locations.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/dcaaa791-ee3a-4bb8-836f-68051a30039f
ESCO version:	1.08

[In other languages](#)

Deutsch:	Verfolger einrichten (Einrichten und Testen von Verfolgern an Standorten verschiedener Art.)
Nederlands:	volgspots opzetten (Op verschillende soorten locaties volgspots opzetten en testen.)
Italiano:	configurare i seguipersona (Configurare e testare i seguipersona in tipi diversi di luoghi.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	01 10
Place in the process:	20
Level:	03
Unique identifier:	10

Sectoral detail

Skills

- Prepare an operating space
- Install and secure light stands for follow spots
- Install or rig follow spots
- Fitting up and checking accessories
- Balance follow spots
- Connect to power supply
- Check angles

Knowledge

- Rigging and balancing procedures for follow spots

Autonomy / Attitude

- Accuracy
-

Assessment

Self assessment

1. I don't know how to install and test follow spots in different types of locations.
2. I am uncertain how to install and test follow spots in different types of locations.
3. I know how to install and test follow spots in different types of locations.
4. I am more than able to install and test follow spots in different types of locations.

Mentor assessment

1. ... doesn't know how to install and test follow spots in different types of locations.
2. ... is uncertain how to install and test follow spots in different types of locations.
3. ... knows how to install and test follow spots in different types of locations.
4. ... is more than able to install and test follow spots in different types of locations.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Trainees should practice setting up different follow spots in different situations on site or in a simulated environment.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4c) Plan lighting systems taking into account the spatial requirements at the event location and lighting concepts, in particular: determine lighting positions and determine lighting instrument, accessory and dimmer specifications, Specify lighting devices and positions, taking into account mounting options, radiating properties and focussing options – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W5: Levert lichtinstallatie werkend op. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Manage supplies (70 51 00 05 10)

ESCO description

Title	Manage supplies
Description:	"Monitor and control the flow of supplies that includes the purchase, storage and movement of the work-in-progress inventory. Manage supply chain activities and synchronise supply with demand o
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/020b3c27-bae1-4b85-9d6f-eccee0f5ed99
ESCO version:	1.08

In other languages

Deutsch:	Lieferungen organisieren (Überwachen und Kontrollieren des Lieferflusses, der den Erwerb, die der Nachfrage auf Produktions- und Kundenseite.)
Nederlands:	grond- en hulpstoffen beheren (De goederenstroom die de aankoop, de opslag en het vervoer van het aanbod met de vraag naar productie en de vraag van de afnemer.)
Italiano:	gestire le forniture (Monitorare e controllare il flusso di forniture che comprende l'acquisto, lo sto con la domanda di produzione e cliente.)

Development notes

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	70 51
Place in the process:	00

Level:	05
Unique identifier:	10

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to monitor and control the flow of supplies that includes the purchase, storage and movement of the required quality of raw materials and also a work-in-progress inventory. manage supply chain activities and synchronise supply with demand of production and c
2. I am uncertain how to monitor and control the flow of supplies that includes the purchase, storage and movement of the required quality of raw materials and also a work-in-progress inventory. manage supply chain activities and synchronise supply with demand of production and c
3. I know how to monitor and control the flow of supplies that includes the purchase, storage and movement of the required quality of raw materials and also a work-in-progress inventory. manage supply chain activities and synchronise supply with demand of production and c
4. I am more than able to monitor and control the flow of supplies that includes the purchase, storage and movement of the required quality of raw materials and also a work-in-progress inventory. manage supply chain activities and synchronise supply with demand of production and c

Mentor assessment

1. ... doesn't know how to monitor and control the flow of supplies that includes the purchase, storage and movement of the required quality of raw materials and also a work-in-progress inventory. manage supply chain activities and synchronise supply with demand of production and c
2. ... is uncertain how to monitor and control the flow of supplies that includes the purchase, storage and movement of the required quality of raw materials and also a work-in-progress inventory. manage supply chain activities and synchronise supply with demand of production and c
3. ... knows how to monitor and control the flow of supplies that includes the purchase, storage and movement of the required quality of raw materials and also a work-in-progress inventory. manage supply chain activities and synchronise supply with demand of production and c
4. ... is more than able to monitor and control the flow of supplies that includes the purchase, storage and movement of the required quality of raw materials and also a work-in-progress inventory. manage supply chain activities and synchronise supply with demand of production and c

Acceptable assessment methods

[remove methods not used]

- [Observation in simulated environment](#)
- [Observation on site](#)
- [Role play](#)
- [Post Box Exercise](#)
- [Structured portfolio](#)
- [Criterion based interview](#)
- [Oral examination](#)

- [Written test multiple choice](#)
 - [Written test open answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Provide power distribution (11 20 20 03 30)

[ESCO description](#)

Title	Provide power distribution
Description:	Sustain power distribution for light, stage, sound, video and recording purposes.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/f8b05146-5ffc-44a9-846b-63e3ad1fe187
ESCO version:	1.08

[In other languages](#)

Deutsch:	Energieverteilungssysteme zur Verfügung stellen (Bereitstellung der Energieverteilung für fo
Nederlands:	voorzien in energiedistributie (Voorzien van energiedistributie voor licht-, podium-, geluid-, vid
Italiano:	fornire elettricità (Fornire elettricità per fini di illuminazione, da scena, per suono, video e registra

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

In some Member States, occupational health and safety regulations apply. These dictate special competences and relate to local regulations and standards.

The power distribution systems described here are temporary systems, either connected to a permanent power supply or a generator.

[Structure](#)

Field and subfield:	10 20
Place in the process:	20

Level:	03
Unique identifier:	30

[Sectoral detail](#)

[Skills](#)

- Put cables, fuse boards and splitters in place, based on instructions
- Connect power (to main plug)
- Organise distribution according the needs and requirements of the equipment
- Calculate the power needs to avoid overloads

[Knowledge](#)

- Knowledge of the permanent electrical system
- Basics of electrical calculation
- Know local electrical regulations, standards and codes of practice
- Know the need for the separate electrical zero for the different departments

[Autonomy / Attitude](#)

- Awareness of invisible risks
-

[Assessment](#)

[Self assessment](#)

1. I don't know how to sustain power distribution for light, stage, sound, video and recording purposes.
2. I am uncertain how to sustain power distribution for light, stage, sound, video and recording purposes.
3. I know how to sustain power distribution for light, stage, sound, video and recording purposes.
4. I am more than able to sustain power distribution for light, stage, sound, video and recording purposes.

[Mentor assessment](#)

1. ... doesn't know how to sustain power distribution for light, stage, sound, video and recording purposes.
2. ... is uncertain how to sustain power distribution for light, stage, sound, video and recording purposes.
3. ... knows how to sustain power distribution for light, stage, sound, video and recording purposes.
4. ... is more than able to sustain power distribution for light, stage, sound, video and recording purposes.

[Acceptable assessment methods](#)

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

[Training](#)

It is necessary that routines in setting up power distribution systems in different situations and environments are performed. Different types of electrical loads and devices should be included in the training.

[References](#)

- Germany: IGWW – Interessengemeinschaft der Veranstaltungswirtschaft (Community of Interest for the Event Industry) SQQ1: Kompetenz der Elektrofachkraft für Veranstaltungstechnik
 - Germany: DGUV – German Social Accident Insurance – Vorschriften 1, 2, 3
 - Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 2.0) Setting up an electrical power distribution system – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
-

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning B1-K1-W3: Plaatst en hangt licht-, geluids-, beeldapparatuur en (overige) materialen in. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 11 20 20 01 Provide power distribution under supervision - Page 121
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 11 20 20 02 Provide power distribution - Page 122

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Monitor mixing in a live situation (02 10 40 05 25)

[ESCO description](#)

Title	Monitor mixing in a live situation
Description:	Oversee mixing in a live audio situation, under own responsibility.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/3443f825-fe5b-4f7a-80c9-968130ed0297
ESCO version:	1.08

[In other languages](#)

Deutsch:	Klangabmischung in Live-Situationen überwachen (Überwachung des Mischens in einer Live-Situation)
Nederlands:	toezicht houden op mixen bij live gebeurtenissen (Toezicht houden op mengen bij live gebeurtenissen)
Italiano:	controllare il mixaggio dal vivo (Controllare il mixaggio dal vivo, sotto la propria responsabilità)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	02 10
Place in the process:	40
Level:	05
Unique identifier:	25

Sectoral detail

Skills

- Adjust the levels of the overall balance according to requirements of each performer
- Adjust effects and processors
- Add balance according to the performance and requirements of the front of house mixer
- Anticipate stage actions
- Ensure the desired artistic quality

Knowledge

- Knowledge of the sound equipment
- Sound mixing and signal processing techniques
- Acoustical properties of the space
- Different genres of music and types of instruments
- Sound qualities of different instruments
- Intentions of the sound designer the performance/music
- National legislation for the safe sound levels

Autonomy / Attitude

- Respect for the performance
 - Respect for the team
 - Awareness of risks related to sound levels
-

Assessment

Self assessment

1. I don't know how to oversee mixing in a live audio situation, under own responsibility.
2. I am uncertain how to oversee mixing in a live audio situation, under own responsibility.
3. I know how to oversee mixing in a live audio situation, under own responsibility.
4. I am more than able to oversee mixing in a live audio situation, under own responsibility.

Mentor assessment

1. ... doesn't know how to oversee mixing in a live audio situation, under own responsibility.
2. ... is uncertain how to oversee mixing in a live audio situation, under own responsibility.
3. ... knows how to oversee mixing in a live audio situation, under own responsibility.
4. ... is more than able to oversee mixing in a live audio situation, under own responsibility.

Acceptable assessment methods

- [Observation in Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...). It is important that the candidate learns to hear and differentiate between individual instruments and sounds.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5c) Position and set up microphones, configure and set up sound mixers and carry out a sound check, Note influences such as reflection and reverberation, Prepare sound mixing consoles (e.g. channels, subgroup routing, monitoring), Parameterize individual channels, Perform the master mix – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P2-K1-W3: Bedient geluidstechniek tijdens de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 40 01 Monitor mixing in a live situation, Page 70

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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Program sound cues (02 00 20 05 30)

[ESCO description](#)

Title	Program sound cues
Description:	Set sound cues and rehearse sound states before or during rehearsals.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/5b4ea415-3a3a-4d90-91d2-2d18ad196f4b
ESCO version:	1.08

[In other languages](#)

Deutsch:	akustische Signale programmieren (Programmieren von akustischen Signalen und Probestößen)
Nederlands:	geluidssignalen programmeren (Programmeer geluidssignalen en oefen geluidstoestanden, v)
Italiano:	programmare i segnali di azione sonori (Programmare i segnali d'azione sonori e provare gli s

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	02 00
Place in the process:	20
Level:	05
Unique identifier:	30

Sectoral detail

Skills

- Reset the console
- Route the signals
- Set the gains
- Pre-set controls
- Program groups
- Create a mixing state based on documentation and/or instructions
- Record cues and times program effects
- Follow the procedures for back up and hard copy
- Run cues based on documentation or instruction
- Add, change and delete cues
- Adjust and tune sound states
- Mark changes to the script
- Reset cues on instruction

Knowledge

- Functions of the programmable mixing consoles
- Documentation
- Methods for programming
- Methods for adapting sound states
- Methods for back up and hard copy

Autonomy / Attitude

- Respect for the artistic concept/process
 - Problem-solving approach
-

Assessment

Self assessment

1. I don't know how to set sound cues and rehearse sound states before or during rehearsals.
2. I am uncertain how to set sound cues and rehearse sound states before or during rehearsals.
3. I know how to set sound cues and rehearse sound states before or during rehearsals.
4. I am more than able to set sound cues and rehearse sound states before or during rehearsals.

Mentor assessment

1. ... doesn't know how to set sound cues and rehearse sound states before or during rehearsals.
2. ... is uncertain how to set sound cues and rehearse sound states before or during rehearsals.
3. ... knows how to set sound cues and rehearse sound states before or during rehearsals.
4. ... is more than able to set sound cues and rehearse sound states before or during rehearsals.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...). Can be trained using a multi-track playback device to simulate the sound sources.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5a) View, check and provide image, sound and data content,

observe entertainment law regulations, Know the differences in the content (e.g. file formats, resolutions, sound channels, aspect ratios), Check and adjust the content – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6c) Execute event performances and presentations, Operate technical equipment in a live environment and use them flexibly depending on the situation – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 30 05 Program and rehearse sound cues, Page 68
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

Contents

- [Use different communication channels \(50 10 00 05 30\)](#)
 - [ESCO description](#)
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 - [Development notes](#)
 - [Sectoral layer](#)
 - [Structure](#)
 - [Sectoral detail](#)
 - [Skills](#)
 - [Knowledge](#)
 - [Autonomy / Attitude](#)
 - [Assessment](#)
 - [Self assessment](#)
 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Use different communication channels (50 10 00 05 30)

[ESCO description](#)

Title

use different communication channels

Description:

Make use of various types of communication channels such as verbal, handwritten, digital and teleconstructing and sharing ideas or information.

Scope note:

[put ESCO scope note here]

Concept URI:

<http://data.europa.eu/esco/skill/415abd43-e8e5-4643-b5da-5f11307af57a>

ESCO version:

1.09

[In other languages](#)

Deutsch:

verschiedene Kommunikationskanäle verwenden

Nederlands:

verschillende communicatiekanalen gebruiken

Italiano:

utilizzare canali di comunicazione diversi

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in Progress SKR

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	50 10
Place in the process:	00
Level:	05
Unique identifier:	30

Sectoral detail

Skills

- Be able to use different communication channels (media)

Knowledge

- Knowledge about function and usage of different communication channels

Autonomy / Attitude

- Flexibility
- Sense of methodology

Assessment

Self assessment

1. I don't know how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.
2. I am uncertain how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.
3. I know how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.
4. I am more than able to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.

Mentor assessment

1. ... doesn't know how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.
2. ... is uncertain how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.
3. ... knows how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.
4. ... is more than able to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
-

Training

General communication training and specific units in a group for practicing.

References

- [put references to other competence systems here]

Contents

- [Title \(70 56 10 05 20\) Calculate design costs](#)
 - [ESCO description](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Title (70 56 10 05 20) Calculate design costs

[ESCO description](#)

Title	Calculate design costs
Description:	Compute design costs to make sure the project is financially viable.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/72e88c2d-855d-4dbd-b06c-0e1ca748be5e
ESCO version:	1.08

[In other languages](#)

Deutsch:	Entwurfskosten berechnen (Berechnung der Entwurfskosten, um sicherzustellen, dass das Pro
Nederlands:	ontwerpkosten berekenen (De kosten van het ontwerp berekenen om ervoor te zorgen dat het
Italiano:	calcolare i costi di progettazione (Calcolare i costi di progettazione per garantire la sostenibilit

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	70 56
Place in the process:	10
Level:	05
Unique identifier:	20

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to compute design costs to make sure the project is financially viable.
2. I am uncertain how to compute design costs to make sure the project is financially viable.
3. I know how to compute design costs to make sure the project is financially viable.
4. I am more than able to compute design costs to make sure the project is financially viable.

Mentor assessment

1. ... doesn't know how to compute design costs to make sure the project is financially viable.
2. ... is uncertain how to compute design costs to make sure the project is financially viable.
3. ... knows how to compute design costs to make sure the project is financially viable.
4. ... is more than able to compute design costs to make sure the project is financially viable.

Acceptable assessment methods

[remove methods not used]

- [Observation in simulated environment](#)
 - [Observation on site](#)
 - [Role play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
 - [Criterion based interview](#)
 - [Oral examination](#)
 - [Written test multiple choice](#)
 - [Written test open answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

Contents

- [Maintain chain hoists \(04 60 60 03 10\)](#)
 - [ESCO description](#)
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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Maintain chain hoists (04 60 60 03 10)

[ESCO description](#)

Title	Maintain chain hoists
Description :	Check, operate and repair chain hoists on various locations
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/15203a54-ec48-4e11-80a7-659dd0e4574b
ESCO version :	1.08

[In other languages](#)

German:	Kettenzüge instand halten (Kettenzüge überprüfen, bedienen und reparieren.)
Nederlands:	kettingtakels onderhouden (Controleren, bedienen en herstellen van kettingtakels.)
Italiano:	effettuare la manutenzione di paranchi a catena (Controllare, azionare e riparare paranchi a catena.)

[Development notes](#)

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield :	04 60
Place in the process :	60
Level :	03
Unique identify :	10

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / Attitude

- ...
-

Assessment

Self assessment

1. I don't know how to check, operate and repair chain hoists on various locations
2. I am uncertain how to check, operate and repair chain hoists on various locations
3. I know how to check, operate and repair chain hoists on various locations
4. I am more than able to check, operate and repair chain hoists on various locations

Mentor assessment

1. ... doesn't know how to check, operate and repair chain hoists on various locations
2. ... is uncertain how to check, operate and repair chain hoists on various locations
3. ... knows how to check, operate and repair chain hoists on various locations
4. ... is more than able to check, operate and repair chain hoists on various locations

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

Contents

- [Communicate during show \(00 00 40 03 10\)](#)
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Communicate during show (00 00 40 03 10)

ESCO description

Title	Communicate during show
Description:	Interact efficiently during a live performance, in order to anticipate any possible malfunctionings.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/4039158b-2e58-484a-8771-ad215e065c12
ESCO version:	1.08

In other languages

Deutsch:	während der Veranstaltung kommunizieren (Effiziente Kommunikation während der Live-Au
Nederlands:	communiceren tijdens shows (Efficiënte communicatie tijdens live-uitvoeringen, anticiperen o
Italiano:	comunicare durante lo spettacolo (Comunicare in modo efficiente durante uno spettacolo dal

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	00 00
Place in the process:	40
Level:	03
Unique identifier:	10

Sectoral detail

Skills

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

Knowledge

- Understands priorities of given information

Autonomy / Attitude

- Respect for the performance
-

Assessment

Self assessment

1. I don't know how to interact efficiently during a live performance, in order to anticipate any possible malfunctionings.
2. I am uncertain how to interact efficiently during a live performance, in order to anticipate any possible malfunctionings.
3. I know how to interact efficiently during a live performance, in order to anticipate any possible malfunctionings.
4. I am more than able to interact efficiently during a live performance, in order to anticipate any possible malfunctionings.

Mentor assessment

1. ... doesn't know how to interact efficiently during a live performance, in order to anticipate any possible malfunctionings.
2. ... is uncertain how to interact efficiently during a live performance, in order to anticipate any possible malfunctionings.
3. ... knows how to interact efficiently during a live performance, in order to anticipate any possible malfunctionings.
4. ... is more than able to interact efficiently during a live performance, in order to anticipate any possible malfunctionings.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Post Box Exercise](#)
- [Criterion based interview](#)

Supportive:

- [Structured Portfolio](#)
-

Training

This can be initially based on "role play" before moving to a performance environment. Ideally this is combined with "real" activities that relate to a performance (follow spot cues, mechanical stage operations).

References

- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 50 20 40 01 – Communicate during show, Page 163
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6c) Execute event performances and presentations, Operate technical

equipment in a live environment and use them flexibly depending on the situation – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P2-K1: Regelt de techniek tijdens de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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- [establish a work environment where candidates can demonstrate their competences \(90 20 00 05 10\)](#)
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establish a work environment where candidates can demonstrate their competences (90 20 00 05 10)

[ESCO description](#)

Title	[put ESCO title in English her]
Description:	[put ESCO description in English here] Familiarise the candidate with the assessment situation and guide them through the process.
Scope note:	[put ESCO scope note here]
Concept URI:	[put IRL (bottom ESCO page) here, not URL!]
ESCO version:	n.a.

[In other languages](#)

Deutsch:	[put title in German here] ([put description in German here])
Nederlands:	[put title in Dutch here] ([put description in Dutch here])
Italiano:	[put title in Italian here] ([put description in Italian here])

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress SKR / how t handle derived competences?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 20
Place in the process:	00

Level:	05
Unique identifier:	10

Sectoral detail

Skills

- familiarise candidates with assessment situations
- guide candidates through the assessment process

Knowledge

- knowledge about handling psychological factors (e.g. stress) in assessment situations
- knowledge about the specific assessment process

Autonomy / attitude

- Sense of methodology
 - Emotional intelligence
 - Empathy
-

Assessment

Self assessment

1. I don't know how to familiarise the candidate with the assessment situation and guide them through the process.
2. I am uncertain how to familiarise the candidate with the assessment situation and guide them through the process.
3. I know how to familiarise the candidate with the assessment situation and guide them through the process.
4. I am more than able to familiarise the candidate with the assessment situation and guide them through the process.

Mentor assessment

1. ... doesn't know how to familiarise the candidate with the assessment situation and guide them through the process.
2. ... is uncertain how to familiarise the candidate with the assessment situation and guide them through the process.
3. ... knows how to familiarise the candidate with the assessment situation and guide them through the process.
4. ... is more than able to familiarise the candidate with the assessment situation and guide them through the process.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
-

Training

Classroom courses about psychological factors around assessment processes and specific assessment process knowledge combined with practical lessons about carrying out assessment processes.

References

- [put references to other competence systems here]

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- [Title \(70 58 20 04 10\) Update design results during rehearsals](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Title (70 58 20 04 10) Update design results during rehearsals

[ESCO description](#)

Title

Update design results during rehearsals

Description:

Updating the design results based on observation of the stage image during the rehearsals, especially when the design results are integrated.

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/43f0bfbb-8cda-4e31-8dcc-9ea479aae08c>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

Konstruktionen während der Probe aktualisieren (Aktualisierung der Konstruktionen durch Beobachtung der Bühnenbilder während der Proben, insbesondere wenn diese in das Bühnenbild integriert werden.)

Nederlands:

ontwerpresultaten tijdens repetities bijwerken (Bijwerken van de resultaten van het ontwerp tijdens de repetities, met name wanneer deze worden geïntegreerd in het ontwerp.)

Italiano:

aggiornare i risultati del progetto durante le prove (Aggiornare i risultati del progetto in base alle osservazioni delle immagini di scena durante le prove, in particolare quando vengono integrate nel progetto.)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

References

[Sectoral layer](#)

Scope Note:

This skill should be understood in relation to each unit: lighting = lighting design, sound = sound design, and so on...

Structure**Field and subfield:**

70 58

Place in the process:	20
Level:	04
Unique identifier:	10

[Sectoral detail](#)

[Skills](#)

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

[Knowledge](#)

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

[Autonomy / attitude](#)

- Problem-solving approach
 - Respect for the team
 - Respect for the artistic concept/process
 - Patience
-

[Assessment](#)

[Self assessment](#)

1. I don't know how to ensure that the design results are updated during rehearsals.
2. I am uncertain how to ensure that the design results are updated during rehearsals.
3. I know how to ensure that the design results are updated during rehearsals.
4. I am more than able to ensure that the design results are updated during rehearsals.

[Mentor assessment](#)

1. ... doesn't know how to ensure that the design results are updated during rehearsals.
2. ... is uncertain how to ensure that the design results are updated during rehearsals.
3. ... knows how to ensure that the design results are updated during rehearsals.
4. ... is more than able to ensure that the design results are updated during rehearsals.

[Acceptable assessment methods](#)

- [Observation in simulated environment](#)
 - [Observation on site](#)
 - [Criterion based interview](#)
 - Supportive:
 - [Structured portfolio](#)
-

[Training](#)

Candidates should be confronted with many different situations and scenarios in various venues.

References

- TTT/LPT - 30 10 30 01 Update design results during rehearsals Context: Updating the design results based on observation of the stage image

Contents

- [Maintain sound equipment \(02 00 60 04 10\)](#)
 - [ESCO description](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Maintain sound equipment (02 00 60 04 10)

ESCO description

Title	Maintain sound equipment
Description:	Set up, check, maintain and repair sound equipment for a live performance establishment.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/d7734eca-1359-4169-87ea-0b8512ae9425
ESCO version:	1.08

In other languages

Deutsch:	Soundanlagen instand halten (Aufstellen, Überprüfen, Warten und Reparieren von Soundanlagen für eine Einrichtung m
Nederlands:	geluidsapparatuur onderhouden (Opzetten, controleren, onderhouden en repareren van geluidsapparatuur voor een liv
Italiano:	effettuare la manutenzione delle apparecchiature audio (Impostare, verificare, effettuare la manutenzione e la riparaz

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

In the context of TeBeVAT, this competence only refers to checking, maintaining and repairing sound equipment.
See: 02 00 20 04 11 Set up sound reinforcement system + 02 00 20 04 10 Fit up sound on stage.

Structure

Field and subfield:	02 00
Place in the process:	60
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Work according to manufacturer's instructions
- Check equipment
- Read schemes
- Clean equipment
- Make and repair audio cables
- Test the functionality

Knowledge

- Cleaning methods
- Cables and connectors
- Construction methods for cables
- Regulations

Autonomy / Attitude

- Safety awareness
 - Sense of methodology
 - Respect of the timeline
 - Respect for the team
-

Assessment

Self assessment

1. I don't know how to set up, check, maintain and repair sound equipment for a live performance establishment.
2. I am uncertain how to set up, check, maintain and repair sound equipment for a live performance establishment.
3. I know how to set up, check, maintain and repair sound equipment for a live performance establishment.
4. I am more than able to set up, check, maintain and repair sound equipment for a live performance establishment.

Mentor assessment

1. ... knows how to set up, check, maintain and repair sound equipment for a live performance establishment.
2. ... is uncertain how to set up, check, maintain and repair sound equipment for a live performance establishment.
3. ... knows how to set up, check, maintain and repair sound equipment for a live performance establishment.
4. ... is more than able to set up, check, maintain and repair sound equipment for a live performance establishment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3b) Carry out a function check, find errors and defects, Connect and test devices and system parts, Recognize errors and defects, Formulate a precise description of the fault –

- BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3c) Maintain devices, system parts, components, tools and other work equipment, Research maintenance intervals (e.g. according to manufacturer's specifications), Determine maintenance content, Recognize the need for maintenance, Determine and carry out maintenance steps according to operational requirements, Take measures to maintain value – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
 - Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3d) Select and test sound reinforcement systems, paying attention to acoustic emissions and limit values, Differentiate amplifiers and loudspeakers according to their construction and mode of operation, Know the differences in sound propagation (e.g. low, mid, high), Understand and use acoustic terms (e.g. immission, emission, decibels, sound pressure level, frequency evaluation, Determine acoustic emission values, Know limit values for visitors, contributors and residents, Carry out a functional test of the sound reinforcement system – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
 - TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 60 01 Check, maintain and repair sound equipment - Page 74 / 02 00 60 02 Preventive maintenance and Recognising maintenance needs according to the sound design - Page 75
 - Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Safeguard artistic quality of performance (70 58 40 04 20)

[ESCO description](#)

Title

Safeguard artistic quality of performance

Description:

Observe the show, anticipate and react to possible technical problems, ensuring optimal artistic qu

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/1e8751e3-9b7a-4230-a6e5-83bf57fb70b6>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

die künstlerische Qualität von Vorstellungen sichern (Die Show verfolgen, mögliche technis

Nederlands:

artistieke kwaliteit van een voorstelling beschermen (De show observeren, anticiperen en re

Italiano:

salvaguardare la qualità artistica dell'esibizione (Osservare lo spettacolo, anticipare eventual

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

"Observe" is NOT the proper verb = while running the show, anticipate...

[Sectoral layer](#)

[Structure](#)

Field and subfield:	70 58
Place in the process:	40
Level:	04
Unique identifier:	20

Sectoral detail

Skills

- observe the show (while running the show / keep overview)
- understand the artistic vision of the production
- ensure the technical and artistic standards are being maintained
- anticipate malfunctions
- react accurately to unexpected situations
- foresee the consequences of the reactions
- keep overview
- communicate changes

Knowledge

- knows the technical requirements of the performance
- knows the technical plot
- knows the scene changes and cues
- knows the scenery and changeovers
- knows the artistic vision
- knows the plot
- knows the actions and cues

Autonomy / attitude

- Being proactive
 - Respect for the artistic concept/process
 - Accuracy
 - Assertiveness
 - Problem-solving approach
-

Assessment

Self assessment

1. I don't know how to observe the show, anticipate and react to possible technical problems, ensuring optimal artistic quality.
2. I am uncertain how to observe the show, anticipate and react to possible technical problems, ensuring optimal artistic quality.
3. I know how to observe the show, anticipate and react to possible technical problems, ensuring optimal artistic quality.
4. I am more than able to observe the show, anticipate and react to possible technical problems, ensuring optimal artistic quality.

Mentor assessment

1. ... doesn't know how to observe the show, anticipate and react to possible technical problems, ensuring optimal artistic quality.
2. ... is uncertain how to observe the show, anticipate and react to possible technical problems, ensuring optimal artistic quality.
3. ... knows how to observe the show, anticipate and react to possible technical problems, ensuring optimal artistic quality.
4. ... is more than able to observe the show, anticipate and react to possible technical problems, ensuring optimal artistic quality.

Acceptable assessment methods

- [Role play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
-

Training

Experience on site is the key to understanding the processes and skills.

References

- TTT/LPT - 00 00 40 01 Observe the show and react to technical malfunctions + 00 00 40 02 Observe the show and maintain the artistic quality

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 - [Acceptable assessment methods](#)
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 - [References](#)

Design rigging plots (04 60 10 03 10)

[ESCO description](#)

Title	Design rigging plots
Description :	Develop, draw, design and calculate rigging plots.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/b8e703c0-6953-4f07-879a-5bea28c006c6
ESCO version :	1.08

[In other languages](#)

German:	Hängepläne entwerfen (Skizzieren, Erstellen und Berechnen von Hängeplänen.)
Nederlands:	riggingplannen ontwerpen (Riggingplannen tekenen, ontwerpen en berekenen.)
Italiano:	progettare le sequenze di sospensione (Disegnare, progettare e calcolare le sequenze di so

[Development notes](#)

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

[Sectoral layer](#)

Some of the health & safety organisations of the Member States have created specific regulations and industry standards that must be adhered to when stage rigging is involved. These must be regarded when applicable.

[Structure](#)

Field and subfield :	04 60
Place in the process :	10
Level :	03
Unique identify :	10

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / Attitude

- ...
-

Assessment

Self assessment

1. I don't know how to develop, draw, design and calculate rigging plots.
2. I am uncertain how to develop, draw, design and calculate rigging plots.
3. I know how to develop, draw, design and calculate rigging plots.
4. I am more than able to develop, draw, design and calculate rigging plots.

Mentor assessment

1. ... doesn't know how to develop, draw, design and calculate rigging plots.
2. ... is uncertain how to develop, draw, design and calculate rigging plots.
3. ... knows how to develop, draw, design and calculate rigging plots.
4. ... is more than able to develop, draw, design and calculate rigging plots.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- Germany: IGWW SQQ2 - Veranstaltungsrigging Organisation und Arbeitsverfahren / IGWW SQQ2 - Sachkunde für Veranstaltungsrigging
- Germany: DGUV Information 215-313 - Lasten über Personen, Sicherheit bei Veranstaltungen und Produktionen von Fernsehen, Hörfunk, Film, Theater, Messen, Veranstaltungen

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Set up cameras (05 10 20 03 10)

[ESCO description](#)

Title	Set up cameras
Description:	Put cameras in their specified places and prepare them for use.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/4e039fe9-e7d3-4d9b-82e5-381269a38ceb
ESCO version:	1.08

[In other languages](#)

Deutsch:	Kameras einrichten (Anbringen von Kameras und Vorbereiten auf ihren Einsatz.)
Nederlands:	camera's opzetten (Plaats camera's en maak ze klaar voor gebruik.)
Italiano:	installare le telecamere (Posizionare telecamere e prepararle all'uso.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

This includes stand-alone cameras, PTZ-cameras and manually operated cameras.

[Structure](#)

Field and subfield:	05 10
Place in the process:	10
Level:	03

Unique identifier:

10

Sectoral detail

Skills

- Transport, place, move and set up cameras according to the needs during the fit up.
- Inspect the cameras visually for damage, wear and tear.
- Mount and rig cameras according to instructions and/or plans.
- Take safety precautions when working at or below heights.
- Check that cameras can move freely during different operations when needed.
- Immobilize cameras when needed.
- Check that cameras are secured according to safety procedures.

Knowledge

- Identifying and checking procedures for cameras
- Types of cameras
- Types of camera failure
- Types of cables and connections

Autonomy / Attitude

- Safety awareness
 - Sense of methodology
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to put cameras in their specified places and prepare them for use.
2. I am uncertain how to put cameras in their specified places and prepare them for use.
3. I know how to put cameras in their specified places and prepare them for use.
4. I am more than able to put cameras in their specified places and prepare them for use.

Mentor assessment

1. ... doesn't know how to put cameras in their specified places and prepare them for use.
2. ... is uncertain how to put cameras in their specified places and prepare them for use.
3. ... knows how to put cameras in their specified places and prepare them for use.
4. ... is more than able to put cameras in their specified places and prepare them for use.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

It is necessary that routines in setting up cameras in different situations and environments are performed. Different operator preferences should be trained.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5d) Configure and set up media import and export, Set up the output device (e.g. displays, projectors), Set up software and media server, Prepare videos and images on the server, Connect and test external controls – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG

GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning B1-K1-W3: Plaatst en hangt licht-, geluids-, beeldapparatuur en (overige) materialen in and B1-K1-W4: Sluit licht-, geluids- en beeldapparatuur aan. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Ensure visual quality of the set (70 58 40 04 20)

ESCO description

Title

Ensure visual quality of the set

Description:

Inspect and amend the scenery and set-dressing to make sure the visual quality is optimal with in

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/f3ff2fee-879c-4112-9002-d2df984fcb0>**ESCO version:**

1.08

In other languages

Deutsch:

für die visuellen Qualitäten der Kulissen sorgen (Überprüfung und Umgestaltung von Bühne

Nederlands:

visuele kwaliteit van het decor verzekeren (Inspecteren en aanpassen van het decor en de ar

Italiano:

garantire la qualità visiva del set (Ispezionare e modificare il paesaggio e l'arredamento del se

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

Scope note

The performance situation is meant here.

Structure**Field and subfield:**

70 58

Place in the process:

40

Level:

04

Unique identifier:

20

Sectoral detail

Skills

- Prevent damage
- Detect changes in the set image
- Repair damage
- Ensure that the image meets the standards of the artistic concept
- Interpret the artistic concept

Knowledge

- Basic knowledge of scenic painting
- Knowledge of the set drawings

Autonomy / attitude

- Respect for the artistic concept
 - Respect for the performance
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.
2. I am uncertain how to inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.
3. I know how to inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.
4. I am more than able to inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.

Mentor assessment

1. ... doesn't know how to inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.
2. ... is uncertain how to inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.
3. ... knows how to inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.
4. ... is more than able to inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive
 - [Structured Portfolio](#)
-

Training

Experience on site is the key to understanding the processes and skills.

References

- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 30 10 40 01- Quality control of design results during a run, Page 94
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 7.3c) In the event of disruptions in the project process, inform project participants, develop and coordinate alternative solutions, Work out possible solutions, Make recommendations and implement solutions – BIBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

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Handle scenic elements during rehearsal (03 00 30 03 40)

[ESCO description](#)

Title	Handle scenic elements during rehearsal
Description:	Operate and assemble equipment and scenery material during rehearsal or onstage.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/bc6c7ce1-d99b-420e-9677-7bcf6e5a1e2d
ESCO version:	1.08

[In other languages](#)

Deutsch:	szenische Elemente während der Probe handhaben (Handhabung und Montage von Ausrüstungs-
Nederlands:	decorelementen beheren tijdens repetities (Apparatuur en decormateriaal tijdens de repetities)
Italiano:	manipolare gli elementi scenici durante le prove (Manipolare e montare attrezzature e mater

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	03 00
Place in the process:	30
Level:	03
Unique identifier:	40

Sectoral detail

Skills

- Perform set changes in the required timescale
- Repeat required set movements as rehearsed
- Perform quick set changes
- Use documentation during the performance
- Deliver a consistent performance
- Anticipate stage actions
- React accurately to unexpected situations
- Correct positioning based on performance requirements
- Respond to cues during performance

Knowledge

- Methods of handling scenic elements
- Understanding documentation including plots and running procedures

Autonomy / Attitude

- Awareness of raised levels of risk
 - Aware of other's behavior
 - Able to follow instructions and procedures
-

Assessment

Self assessment

1. I don't know how to operate and assemble equipment and scenery material during rehearsal or onstage.
2. I am uncertain how to operate and assemble equipment and scenery material during rehearsal or onstage.
3. I know how to operate and assemble equipment and scenery material during rehearsal or onstage.
4. I am more than able to operate and assemble equipment and scenery material during rehearsal or onstage.

Mentor assessment

1. ... doesn't know how to operate and assemble equipment and scenery material during rehearsal or onstage.
2. ... is uncertain how to operate and assemble equipment and scenery material during rehearsal or onstage.
3. ... knows how to operate and assemble equipment and scenery material during rehearsal or onstage.
4. ... is more than able to operate and assemble equipment and scenery material during rehearsal or onstage.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

These competences must be trained either on site or in a fitting simulated environment using common equipment and scenic elements. Candidates need to gain experience with different types and methods of scene changes using different scenic elements.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5f) Rehearse scenes and scene changes, Rehearse scene changes, a vista scene changes and dangerous stage actions, Fine-tune with those involved and adjust transitions

- between scenes – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning P2-K1-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
 - TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 40 04 Changeover of scenic elements during performance -Page 107

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 - [Acceptable assessment methods](#)
 - [Training](#)
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Set up basic recording (02 20 20 04 20)

[ESCO description](#)

Title

Set up basic recording

Description:

Put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/ec25e825-8c5b-4b46-950b-dcb87dd410e7>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

einfaches Aufnahmesystem einrichten (Einrichtung eines einfachen Systems für Stereoaufnahm

Nederlands:

basisopnamesysteem opzetten (Een basisopnamesysteem opzetten.)

Italiano:

configurare una registrazione di base (Costituire un sistema di registrazione audio stereo di b

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	02 20
Place in the process:	20
Level:	04
Unique identifier:	20

Sectoral detail

Skills

- Follow the documentation
- Select the appropriate microphones
- Place the microphones
- Connect cables to the recording equipment
- Connect to the recording/storage medium
- Test the equipment

Knowledge

- Documentation
- Characteristics of different types of microphones
- Different types of connections
- Aware of acoustic effects on a recording

Autonomy / Attitude

- Respect for the artistic concept/process
 - Sense of methodology
 - Respect for the team
-

Assessment

Self assessment

1. I don't know how to put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.
2. I am uncertain how to put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.
3. I know how to put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.
4. I am more than able to put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.

Mentor assessment

1. ... doesn't know how to put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.
2. ... is uncertain how to put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.
3. ... knows how to put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.
4. ... is more than able to put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5a) View, check and provide image, sound and data content, observe
-

- entertainment law regulations, Know the differences in the content (e.g. file formats, resolutions, sound channels, aspect ratios), Check and adjust the content, Take into account basic data protection and copyright requirements – BIBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1: Voert de preproductie uit. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
 - TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 20 20 07 Set up basic recording – Page 88 / 02 20 20 08 Multi-track recording - Page 89

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Tune up wireless audio systems (02 30 20 04 10)

[ESCO description](#)

Title	Tune up wireless audio systems
Description:	Adjust a wireless audio system in a live situation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/fc461d64-ef74-43d5-8fc1-e1d1943e5bc5
ESCO version:	1.08

[In other languages](#)

Deutsch:	Funkaudiosysteme anpassen (Anpassen eines Funkaudiosystems in einer realen Situation.)
Nederlands:	draadloze geluidssystemen afstemmen (Een draadloos audiosysteem afstemmen in een live situatie.)
Italiano:	sintonizzare i sistemi audio senza filo (Sintonizzare un sistema audio senza fili in una situazione di live.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	02 30
Place in the process:	20
Level:	04
Unique identifier:	10

Sectoral detail

Skills

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

Knowledge

- Wireless system
- Frequencies and radio signals
- Local legislation

Autonomy / Attitude

- Awareness of risks related to sound levels (in-ear monitoring)
 - Respect for the artistic concept/process
 - Sense of methodology
 - Able to cooperate
 - Respect of the timeline
 - Respect for the team
-

Assessment

Self assessment

1. I don't know how to adjust a wireless audio system in a live situation.
2. I am uncertain how to adjust a wireless audio system in a live situation.
3. I know how to adjust a wireless audio system in a live situation.
4. I am more than able to adjust a wireless audio system in a live situation.

Mentor assessment

1. ... doesn't know how to adjust a wireless audio system in a live situation.
2. ... is uncertain how to adjust a wireless audio system in a live situation.
3. ... knows how to adjust a wireless audio system in a live situation.
4. ... is more than able to adjust a wireless audio system in a live situation.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...). Attention should also be paid to different electro-acoustical environments and limitations with bandwidths.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4b) Specify audio equipment in accordance with the spatial and design specifications, Select mixing consoles and control rooms according to size and sound reinforcement areas, Plan signal processing devices for room equalization, Select microphones according to the purpose and location (e.g. headsets, handhelds, interfaces) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W6: Levert geluidsinstallatie werkend op. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 30 20 01 Tune up the wireless systems - Page 92

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deliberate assessment results (90 20 00 05 80)

[ESCO description](#)

Title	NOT an ESCO competence deliberate assessment results
Description:	NOT an ESCO competence Interchange observations and negotiate a final rating with other assessors. Align different views the candidate.
Scope note:	[put ESCO scope note here]
Concept URI:	[put IRL (bottom ESCO page) here, not URL!]
ESCO version:	n.a.

[In other languages](#)

Deutsch:	Ergebnisse eines Assessments besprechen
Nederlands:	Besprek de resultaten van een beoordeling
Italiano:	Discutere i risultati di una valutazione

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo / proposal SKR

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 20
Place in the process:	00

Level:	05
Unique identifier:	80

Sectoral detail

Skills

- interchange observations of assessment process with other assessors
- negotiate a common final rating based on the own and other assessor's observations
- align different views and reach consensus of the candidate's rating

Knowledge

- knowledge about rating criteria
- knowledge about strategies of synchronising different performance ratings

Autonomy / attitude

- Sense of methodology
 - Being realistic
-

Assessment

Self assessment

1. I don't know how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
2. I am uncertain how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
3. I know how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
4. I am more than able to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.

Mentor assessment

1. ... doesn't know how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
2. ... is uncertain how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
3. ... knows how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
4. ... is more than able to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
-

Training

Guided workshop for junior assessors together with senior assessors to exchange experiences.

References

- [put references to other competence systems here]
-

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Assemble scenic elements on stage (03 00 20 03 20)

ESCO description

Title	Assemble scenic elements on stage
Description:	Fix scenic elements, dance and stage floors and stage cloths, based on written documents.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/b3afe118-6631-4640-942b-5acf7a0e7ada
ESCO version:	1.08

In other languages

Deutsch:	szenische Elemente auf der Bühne aufbauen (Zusammenstellung von szenischen Elementen)
Nederlands:	decorelementen op het podium monteren (Decorelementen, dans- en podiumvloeren en toneel)
Italiano:	montare gli elementi scenici su un palco (Montare gli elementi scenici, le piste da ballo e i palcoscenici)

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	03 00
Place in the process:	20
Level:	03
Unique identifier:	20

Sectoral detail

Skills

- Read and interpret the plan and understand scale
- Assemble scenic elements
- Attach scenic elements to technical equipment as required
- Hang stage textiles, cloths, gauzes etc. for masking or as scenic elements
- Transfer and install floor elements
- Prepare, lay and secure floors and floorcoverings

Knowledge

- Different types of winches, fixings and rigging
- Basic knowledge about mechanics and technical construction
- Handling of stage textiles and scenic elements
- Methods of assembling scenery
- Sprung dance floors
- Laying and fixing stage cloths
- Technical specification of floors

Autonomy / Attitude

- Able to cooperate
 - Respect for the timeline
 - Awareness of raised levels of risk
-

Assessment

Self assessment

1. I don't know how to fix scenic elements, dance and stage floors and stage cloths, based on written documents.
2. I am unsure know how to fix scenic elements, dance and stage floors and stage cloths, based on written documents.
3. I know how to fix scenic elements, dance and stage floors and stage cloths, based on written documents.
4. I am more than able to fix scenic elements, dance and stage floors and stage cloths, based on written documents.

Mentor assessment

1. ... doesn't know how to fix scenic elements, dance and stage floors and stage cloths, based on written documents.
2. ... is unsure know how to fix scenic elements, dance and stage floors and stage cloths, based on written documents.
3. ... knows how to fix scenic elements, dance and stage floors and stage cloths, based on written documents.
4. ... is more than able to fix scenic elements, dance and stage floors and stage cloths, based on written documents.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

These competences must be trained either on site or in a fitting simulated environment using common equipment and scenic elements.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6a) Implement schedules and cuesheets, in particular, operate lighting desks, sound mixing desks as well as stage and scenic equipment, using projections and sound takes, Adjust settings depending on the situation, Ensure functionality – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning B1-K1-W3: Plaatst en hangt licht-, geluids-, beeldapparatuur en (overige) materialen in. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 20 02 Fit up scenic elements on stage - Page 101

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Operate an audio mixing console (02 00 40 04 40)

[ESCO description](#)

Title	Operate an audio mixing console
Description:	Handle an audio mixing system during rehearsals or during live performances.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/72812eb6-5a0f-48e8-815d-3d2a16b8e963
ESCO version:	1.08

[In other languages](#)

Deutsch:	Tonmischpult bedienen (Bedienen eines Tonmischsystems während Proben oder bei Live-Aufführungen)
Nederlands:	geluidsmengpaneel bedienen (Gebruik maken van een audiosysteem tijdens repetities of tijdens live optredens)
Italiano:	utilizzare una console di mixaggio audio (Utilizzare un sistema di mixaggio audio durante le prove o durante i concerti)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	02 00
Place in the process:	40
Level:	04
Unique identifier:	40

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to handle an audio mixing system during rehearsals or during live performances.
2. I am uncertain how to handle an audio mixing system during rehearsals or during live performances.
3. I know how to handle an audio mixing system during rehearsals or during live performances.
4. I am more than able to handle an audio mixing system during rehearsals or during live performances.

Mentor assessment

1. ... doesn't know how to handle an audio mixing system during rehearsals or during live performances.
2. ... is uncertain how to handle an audio mixing system during rehearsals or during live performances.
3. ... knows how to handle an audio mixing system during rehearsals or during live performances.
4. ... is more than able to handle an audio mixing system during rehearsals or during live performances.

Acceptable assessment methods

[remove methods not used]

- [Observation in simulated environment](#)
 - [Observation on site](#)
 - [Role play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
 - [Criterion based interview](#)
 - [Oral examination](#)
 - [Written test multiple choice](#)
 - [Written test open answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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Assemble the rehearsal set (03 00 20 03 21)

[ESCO description](#)

Title	Assemble the rehearsal set
Description:	Put together all prepared scenic elements to prepare the rehearsal set.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/8e9ba0f2-a152-4cde-93ff-db56eaa0c204
ESCO version:	1.08

[In other languages](#)

Deutsch:	Probenbühnenbild aufbauen (Zusammenstellen aller vorbereiteten Kulissenteile für das Bühnenbild)
Nederlands:	repetitiedecor monteren (Alle voorbereide scenografische elementen samenstellen ter voorbereiding van het repetitiedecor)
Italiano:	montare il set di prova (Mettere insieme tutti gli elementi scenici preparati per preparare il set di prova)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

[References?](#)

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	03 00
Place in the process:	20
Level:	03
Unique identifier:	21

Sectoral detail

Skills

- Fit up scenic or temporary elements as required for rehearsal
- Handle and use of scenic elements for rehearsal
- Strike scenery to safe storage
- Strike temporary scenic elements
- Organize rehearsal elements in storage

Knowledge

- Technical understanding of suitability of scenic elements for rehearsal
- Fixing temporary scenic elements
- Striking and storing temporary scenic elements

Autonomy / Attitude

- Respect for the artistic concept
 - Awareness of raised levels of risk
-

Assessment

Self assessment

1. I don't know how to put together all prepared scenic elements to prepare the rehearsal set.
2. I am unsure how to put together all prepared scenic elements to prepare the rehearsal set.
3. I know how to put together all prepared scenic elements to prepare the rehearsal set.
4. I am more than able to put together all prepared scenic elements to prepare the rehearsal set.

Mentor assessment

1. ... knows how to put together all prepared scenic elements to prepare the rehearsal set.
2. ... is unsure how to put together all prepared scenic elements to prepare the rehearsal set.
3. ... knows how to put together all prepared scenic elements to prepare the rehearsal set.
4. ... is more than able to put together all prepared scenic elements to prepare the rehearsal set.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- Supportive:
- [Structured Portfolio](#)

Training

These competences must be trained either on site or in a fitting simulated environment using common equipment and scenic elements.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6a) Implement schedules and cuesheets, in particular, operate lighting desks, sound mixing desks as well as stage and scenic equipment, using projections and sound takes, Adjust settings depending on the situation, Ensure functionality – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
 - Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning P3-K1-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
 - TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 30 01 Fit up and strike the rehearsal set - Page 104
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 - [References](#)

Have emotional intelligence (50 20 00 05 10)

[ESCO description](#)

Title

have emotional intelligence

Description:

Recognize ones own and other people`s emotions, distinguish correctly between them and observe and social interaction and what can be done about it.

Scope note:

[put ESCO scope note here]

Concept URI:

<http://data.europa.eu/esco/skill/f0a84d52-91fd-45ec-9fe9-e363d9318b9e>

ESCO version:

1.09

[In other languages](#)

Deutsch:

emotionale Intelligenz besitzen

Nederlands:

beschikken over emotionele intelligentie

Italiano:

avere intelligenza emotiva

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress SKR

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	50 20
Place in the process:	00
Level:	05
Unique identifier:	10

Sectoral detail

Skills

- Recognise own and foreign emotions
- Distinguish between different emotions
- Recognise the influence of emotions on social environment and interaction

Knowledge

- Knowledge about human emotions
- Basic knowledge about human psychology

Autonomy / Attitude

- Emotional intelligence
-

Assessment

Self assessment

1. I don't know how to 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.
2. I am uncertain how to 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.
3. I know how to 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.
4. I am more than able to 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.

Mentor assessment

1. ... doesn't know how to 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.
2. ... is uncertain how to 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.
3. ... knows how to 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.
4. ... is more than able to 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.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
-

Training

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.

References

- [put references to other competence systems here]

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Consult with stakeholders on implementation of a production (70 23 10 04 30)

[ESCO description](#)

Title

Consult with stakeholders on implementation of a production

Description:

Discuss with different people and groups who hold a stake in the production. Be on the same page keep them up to date.

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/c3e88160-eebc-4cb9-aacb-c11792bcdc7a>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

Interessengruppen zur Umsetzung einer Produktion konsultieren

(Konsultieren verschiedener Personen und Gruppen, die ein Interesse mit der Produktion verbinden)

Nederlands:

overleggen met betrokkenen over de implementatie van een productie (Overleg plegen met)

Italiano:

consultarsi con le parti interessate sull'attuazione di una produzione (Consultarsi con pers

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

References

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#)

70 23

[Place in the process:](#)

10

Level:	04
Unique identifier:	30

Sectoral detail

Skills

- Use language adapted to the stakeholders
- Understand needs of the stakeholders
- Negotiate solutions with respect to the needs of the stakeholders

Knowledge

- Basic project management
- Knows production processes

Autonomy / attitude

- Being proactive
 - Problem-solving approach
 - Empathy
-

Assessment

Self assessment

1. I don't know how to discuss with different people and groups who hold a stake in the production. be on the same page on the practical side of the production and keep them up to date.
2. I am uncertain how to discuss with different people and groups who hold a stake in the production. be on the same page on the practical side of the production and keep them up to date.
3. I know how to discuss with different people and groups who hold a stake in the production. be on the same page on the practical side of the production and keep them up to date.
4. I am more than able to discuss with different people and groups who hold a stake in the production. be on the same page on the practical side of the production and keep them up to date.

Mentor assessment

1. ... doesn't know how to discuss with different people and groups who hold a stake in the production. be on the same page on the practical side of the production and keep them up to date.
2. ... is uncertain how to discuss with different people and groups who hold a stake in the production. be on the same page on the practical side of the production and keep them up to date.
3. ... knows how to discuss with different people and groups who hold a stake in the production. be on the same page on the practical side of the production and keep them up to date.
4. ... is more than able to discuss with different people and groups who hold a stake in the production. be on the same page on the practical side of the production and keep them up to date.

Acceptable assessment methods

Role play

- [Structured portfolio](#)
 - [Criterion based interview](#)
-

Training

Through role play candidates can learn by taking different roles in the process.

References

- [put references to other competence systems here]
-

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Operate a lighting console (01 00 40 04 50)

[ESCO description](#)

Title	Operate a lighting console
Description:	Handle a light board during rehearsal or live situations, based on visual cues or documentation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/13afe9ee-803d-4de1-a8e0-bb529c959f9d
ESCO version:	1.08

[In other languages](#)

Deutsch:	Lichtsteuerpult bedienen (Bei Proben oder bei Live-Darbietungen, die auf visuellen Darstellungen basieren)
Nederlands:	bedieningspanelen voor belichting bedienen (De belichting bedienen tijdens repetities of live optredens)
Italiano:	utilizzare una console per le luci (Utilizzare un pannello per le luci durante prove o spettacoli)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	01 00
Place in the process:	40
Level:	04
Unique identifier:	50

Sectoral detail

Skills

- Read performance documentation and understand written directions
- Respond to visual or audio cues
- Run cues
- Anticipate stage actions
- React accurately to unexpected situations
- Correct outputs based on performance requirements

Knowledge

- Understands the operation of a lighting boards/consoles

Autonomy / Attitude

- Being able to act on own initiative
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to handle a light board during rehearsal or live situations, based on visual cues or documentation.
2. I am uncertain how to handle a light board during rehearsal or live situations, based on visual cues or documentation.
3. I know how to handle a light board during rehearsal or live situations, based on visual cues or documentation.
4. I am more than able to handle a light board during rehearsal or live situations, based on visual cues or documentation.

Mentor assessment

1. ... doesn't know how to handle a light board during rehearsal or live situations, based on visual cues or documentation.
2. ... is uncertain how to handle a light board during rehearsal or live situations, based on visual cues or documentation.
3. ... knows how to handle a light board during rehearsal or live situations, based on visual cues or documentation.
4. ... is more than able to handle a light board during rehearsal or live situations, based on visual cues or documentation.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Trainees should learn on site or in a simulated environment. They should rehearse cue sequences either in a real or virtual environment. They should gain experience with different types of consoles (types and manufacturers).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5.b) Light scenes, configure and set up lighting desks, carry out lighting rehearsals, Carry out lighting rehearsals, prepare lighting scenes and set up presets – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W2: Bedient lichttechniek tijdens de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Title (70 51 20 04 10) Check material resources

[ESCO description](#)

Title

Check material resources

Description:

Verify that all requested resources are delivered and in good working order. Notify the appropriate technical and material resources.

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/d1a2437d-7eee-4c13-9104-0bb3dd7b45d6>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

materielle Ressourcen prüfen (Prüfen, ob alle angeforderten Ressourcen geliefert wurden und

Nederlands:

materiële middelen controleren (Controleren of alle gevraagde middelen zijn geleverd en in go

Italiano:

controllare le risorse e i materiali (Verificare che tutte le risorse richieste siano consegnate e s

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

Structure[Field and subfield:](#)

70 51

[Place in the process:](#)

20

[Level:](#)

04

[Unique identifier:](#)

10

Sectoral detail

Skills

- Check if suppliers deliver the proper equipment
- Check if the equipment is in good working order
- Able to communicate with the appropriate person when problems occur with delivered technical resources

Knowledge

- In-house stock of technical resources
- Rental equipment
- Specifications and functionality under normal conditions
- Specifications and functionality under specific conditions

Autonomy / attitude

- Being proactive
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to verify that all requested resources are delivered and in good working order. notify the appropriate person or people of any problems related to technical and material resources.
2. I am uncertain how to verify that all requested resources are delivered and in good working order. notify the appropriate person or people of any problems related to technical and material resources.
3. I know how to verify that all requested resources are delivered and in good working order. notify the appropriate person or people of any problems related to technical and material resources.
4. I am more than able to verify that all requested resources are delivered and in good working order. notify the appropriate person or people of any problems related to technical and material resources.

Mentor assessment

1. ... doesn't know how to verify that all requested resources are delivered and in good working order. notify the appropriate person or people of any problems related to technical and material resources.
2. ... is uncertain how to verify that all requested resources are delivered and in good working order. notify the appropriate person or people of any problems related to technical and material resources.
3. ... knows how to verify that all requested resources are delivered and in good working order. notify the appropriate person or people of any problems related to technical and material resources.
4. ... is more than able to verify that all requested resources are delivered and in good working order. notify the appropriate person or people of any problems related to technical and material resources.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Should be based on working with real equipment in different situations and different venues.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.1c) Accept, commission and make available devices, system parts, components, tools and other work equipment according to specifications on time, Determine delivery dates, Check internal deliveries, Accept external deliveries, Compile and prepare technical and work equipment for rental or transport – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5h) Hand over technical systems to users or clients and prepare handover reports, Document the configuration, Attach notes (e.g. channel labels), Prepare reports, Provide help for use, Pass on existing documents (e.g. user documentation, technical descriptions) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W1: Verzamelt de benodigde apparatuur en materialen en maakt ze klaar voor transport. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 70 51 00 03 Manage technical resources stock, Page 202

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 - [ESCO description](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Prevent technical problems with lighting equipment (01 00 20 04 23)

[ESCO description](#)

Title	Prevent technical problems with lighting equipment
Description:	Anticipate on possible technical problems with lighting equipment.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/54ed4a0d-6bbe-4480-b594-80481f0d880b
ESCO version:	1.08

[In other languages](#)

Deutsch:	technischen Problemen an der Beleuchtungs-ausrüstung vorbeugen (Antizipieren möglicher
Nederlands:	technische problemen bij verlichtingsapparatuur voorkomen (Inspelen op eventuele technische
Italiano:	prevenire i problemi tecnici delle attrezzature di illuminazione (Anticipare eventuali problemi

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	01 00
Place in the process:	20
Level:	04
Unique identifier:	23

Sectoral detail

Skills

- Detect changes in the lighting during performance that indicate foreseeable problems
- Proactively replace gels, lamps
- Restore focussing, update documentation

Knowledge

- Understand the lighting equipment and system thoroughly
- Understand the lighting documentation and the desired light design thoroughly

Autonomy / Attitude

- Accuracy
 - Problem-solving approach
 - Able to act on own initiative
 - Appreciates value of the design
-

Assessment

Self assessment

1. I don't know how to anticipate on possible technical problems with lighting equipment.
2. I am uncertain how to anticipate on possible technical problems with lighting equipment.
3. I know how to anticipate on possible technical problems with lighting equipment.
4. I am more than able to anticipate on possible technical problems with lighting equipment.

Mentor assessment

1. ... doesn't know how to anticipate on possible technical problems with lighting equipment.
2. ... is uncertain how to anticipate on possible technical problems with lighting equipment.
3. ... knows how to anticipate on possible technical problems with lighting equipment.
4. ... is more than able to anticipate on possible technical problems with lighting equipment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Candidates should gain experience on site in all types of venues and in the live-performance, studio and event lighting sectors.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3g) Check overall operating conditions, determine errors and initiate measures to remedy them, Check the function of the entire system (e.g. test recordings, lamp tests), Identify the cause and severity of malfunctions and errors (e.g. defective devices or cables), Limit the cause of the error, Differentiate and evaluate possible measures for correcting malfunctions and errors, Arrange for measures for remedy or carry them out yourself – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Training](#)
 - [References](#)

Identify training needs (90 10 00 05 70)

[ESCO description](#)

Title	identify training needs
Description:	Analyse the training problems and identify the training requirements of an organisation or individual tailored to their prior mastery, profile, means and problem.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/4d4fe480-f2ae-46b5-bd5e-8d4e538f50c7
ESCO version:	1.09

[In other languages](#)

Deutsch:	Weiterbildungsbedarf ermitteln
Nederlands:	opleidingsbehoefte identificeren
Italiano:	individuare le esigenze di formazione

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

In progress

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	70

Sectoral detail

Skills

- analyse the training problems of an organisation or individuals
- identify the training requirements of an organisation or individuals
- provide tailored instructions regarding their training need

Knowledge

- knowledge about training process

Autonomy / attitude

- Sense of methodology
 - Problem-solving approach
 - Empathy
-

Assessment

Self assessment

1. I don't know how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
2. I am uncertain how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
3. I know how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
4. I am more than able to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.

Mentor assessment

1. ... doesn't know how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
2. ... is uncertain how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
3. ... knows how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
4. ... is more than able to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Structured Portfolio](#)
-

Training

Classroom lessons about training process combined with practical training in a simulated environment or directly on the job as observation.

References

- [put references to other competence systems here]

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- [Professional transition in an arts career \(KNO01\)](#)
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Professional transition in an arts career (KNO01)

[ESCO description](#)

Title	professional transition in an arts career
Description:	Be aware of the structure of a professional career, including instruction, professional performance, current stage of your career and possible trends based on your age, professional background, achievement, professional transition, instruction, financial and advice needs.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/248f2b8d-88e5-44a2-baa0-abf46b8311b9
ESCO version:	1.1.0

[In other languages](#)

Deutsch:	professioneller Einstieg in eine künstlerische Karriere
Nederlands:	professionele overstap naar een carrière in de kunsten
Italiano:	transizione professionale in una carriera nel settore delle arti

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress skr

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	00 00
Place in the process:	00
Level:	00
Unique identifier:	00

Sectoral detail

Knowledge

- knowledge about the structure of a professional career
 - knowledge about information sources about trends in the field of profession
 - knowledge about professional transition framework
-

Assessment

Self assessment

1. I don't know how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of my career and possible trends based on my age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
2. I am uncertain how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of my career and possible trends based on my age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
3. I know how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of my career and possible trends based on my age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
4. I am more than able to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of my career and possible trends based on my age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.

Mentor assessment

1. ... doesn't know how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of his/her career and possible trends based on his/her age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
2. ... is uncertain how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of his/her career and possible trends based on his/her age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
3. ... knows how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of his/her career and possible trends based on his/her age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
4. ... is more than able to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of his/her career and possible trends based on his/her age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
 - [Oral Examination](#)
 - [Written Test - Multiple Choice](#)
 - [Written Test - Open Answers](#)
-

Training

classroom course

References

- [put references to other competence systems here]

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Work safely with mobile electrical systems under supervision (60 45 00 03 07)

[ESCO description](#)

Title

Work safely with mobile electrical systems under supervision

Description:

Take the necessary precautions while providing temporary power distribution for performance and

Scope note:

This competence is limited to mobile, temporary installations with connectors. In some countries, w
actions under supervision of a qualified person.

Concept URI:

<http://data.europa.eu/esco/skill/b69cb255-e939-4928-b3fd-9557087dce52>

ESCO version:

1.08

[In other languages](#)

Deutsch:

unter Aufsicht sicher mit mobilen elektrischen Systemen arbeiten

Nederlands:

veilig met mobiele elektrische systemen onder toezicht werken

Italiano:

lavorare sotto supervisione e in sicurezza con i sistemi elettrici mobili

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

In some Member States, occupational health and safety regulations apply. These dictate special competences and relate to local regulations and standards.

The power distribution systems described here are temporary systems, either connected to a permanent power supply or a generator.

Structure

Field and subfield:	60 45
Place in the process:	00
Level:	03
Unique identifier:	07

Sectoral detail

Skills

- Provide power distribution for light, stage, sound, video and rigging purposes
- Calculate mono-phase electric loads
- Put cables, fuse boards and splitters in place, based on instructions
- Connect, label, protect, and secure cables
- Perform visual inspections for electrical risks
- Troubleshoot basic problems: checking cables, connections, ...
- Act according to the agreed procedure in case of an electrical accident

Knowledge

- Basic electrical concepts and calculations
- Electrical Risks
- Protection against electrical risks
- Cables and connections
- Body protection
- Eye and face protection

Autonomy / attitude

- Awareness of invisible risks
 - Awareness of others' behaviour
-

Assessment

Self assessment

1. I don't know how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
2. I am uncertain how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
3. I know how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
4. I am more than able to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.

Mentor assessment

1. ... doesn't know how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
2. ... is uncertain how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
3. ... knows how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
4. ... is more than able take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
-

Supportive:

- [Structured Portfolio](#)
-

Training

- Initial training can best be done in a protected environment, like a workshop, separate from the complexity of a stage.
 - Permanent repeated briefings on specific issues can keep the attention high.
-

References

- Belgium: Codex over het welzijn op het werk, Boek III.- Arbeidsplaatsen, Titel 2.- Elektrische installaties, <http://www.werk.belgie.be/WorkArea/DownloadAsset.aspx?id=46037> AREI, Algemeen Reglement op de Elektrische installaties (Belgium) (General Legislation for Electrical Installations of Belgium) In Belgium an employee needs a BA4 certificate delivered by employer for each situation. All tasks of a BA4 holder should be supervised by someone holding a BA5 certificate delivered by the employer.
- ETTE - European Theatre Technicians Education, Basic safety for the theatre and event industry - Work safely with mobile electrical systems under supervision, released 2017, ISBN: 978-3-9819148-0-1: Teachers Handbook English, 978-3-9819148-1-8: Students Handbook English, 978-3-9819148-2-5: Assessors Handbook English
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 2.2) Installation and dismantling of temporary electrical distribution systems – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 2.3) Testing temporary electrical distribution systems – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 2.4) Operating temporary electrical distribution systems – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: RICHTLINIE 2006/95/EG DES EUROPÄISCHEN PARLAMENTS UND DES RATES vom 12. Dezember 2006 zur Angleichung der Rechtsvorschriften der Mitgliedstaaten betreffend elektrische Betriebsmittel zur Verwendung innerhalb bestimmter Spannungsgrenzen: <http://www.dgwz.de/wp-content/uploads/Niederspannungsrichtlinie-2006-95-EG-NSRLVD.pdf> / SQP4 – Mobile elektrische Anlagen in der Veranstaltungstechnik
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1: Bereidt de podiumproductie technisch voor. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- Netherlands: NEN 1010; norm voor elektrotechnische laagspanningsinstallaties in woningen, gebouwen en infrastructuur / NEN 3140:2011 nl, Bedrijfsvoering van elektrische installaties - Laagspanning / NEN 8020-20:2011 nl, Evenementen - Elektrische installaties / NPR 5310:2017 nl, Nederlandse praktijkrichtlijn bij NEN 1010

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 - [Training](#)
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Give constructive feedback (90 10 00 05 90)

[ESCO description](#)

Title

give constructive feedback

Description:

Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Identify mistakes and set up methods of formative assessment to evaluate work.

Scope note:

[put ESCO scope note here]

Concept URI:

<http://data.europa.eu/esco/skill/b9bb1f03-15e2-4079-943e-7e483b21725b>

ESCO version:

1.09

[In other languages](#)

Deutsch:

konstruktives Feedback geben

Nederlands:

constructieve kritiek geven

Italiano:

fornire un riscontro costruttivo

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

In progress

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	90

Sectoral detail

Skills

- Analyse given information under specific points of view
- Give founded feedback through criticism and praise
- Communicate in a respectful, clear, and consistent manner

Knowledge

- Knowledge about information analysis methodology
- Knowledge about constructive negotiation

Autonomy / Attitude

- Sense of methodology
 - Empathy
-

Assessment

Self assessment

1. I don't know how to 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.
2. I am uncertain how to 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.
3. I know how to 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.
4. I am more than able to 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.

Mentor assessment

1. ... doesn't know how to 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.
 2. ... is uncertain how to 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.
 3. ... knows how to 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.
 4. ... is more than able to 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.
-

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
-

Training

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.

References

- [put references to other competence systems here]

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 - [Training](#)
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Maintain professional administration (40 00 00 03 20)

[ESCO description](#)

Title

maintain professional administration

Description:

File and organise professional administration documents comprehensively, keep customer records documents about company-related matter.

Scope note:

[put ESCO scope note here]

Concept URI:<http://data.europa.eu/esco/skill/8ebb2c0a-0baa-43bf-95cf-094047c57427>**ESCO version:**

1.1.0

[In other languages](#)

Deutsch:

professionelle Verwaltung führen

Nederlands:

professionele administratie bijhouden

Italiano:

tenere l'amministrazione professionale

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress skr

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#)

40 00

[Place in the process:](#)

00

[Level:](#)

03

Unique identifier:

20

Sectoral detail

Skills

- establish and maintain a structured system to store administration documents comprehensively
- administer information by filling relevant documents correctly
- prepare documents about company-related matter

Knowledge

- knowledge about different file storing systems (analog and digital)
- knowledge about relevant company-related documents and papers
- knowledge about documentation needs of company-related matters

Autonomy / attitude

- Accuracy
 - Sense of methodology
-

Assessment

Self assessment

1. I don't know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
2. I am uncertain how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
3. I know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
4. I am more than able to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.

Mentor assessment

1. ... doesn't know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
2. ... is uncertain how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
3. ... knows how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
4. ... is more than able to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test - Multiple Choice](#)
 - [Written Test - Open Answers](#)
-

Training

Classroom lessons about different file storing systems and business administration in combination with training on the most common systems and documents.

References

- [put references to other competence systems here]

Contents

- [Manage sign-off of an installed system \(70 61 00 04 10\)](#)
 - [ESCO description](#)
 - [In other languages](#)
 - [Development notes](#)
 - [Sectoral layer](#)
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 - [Self assessment](#)
 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Manage sign-off of an installed system (70 61 00 04 10)

[ESCO description](#)

Title	Manage sign-off of an installed system
Description:	Make sure an installed technical system is adequately transferred and signed off for.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/b8be06aa-a29f-4b7d-86fc-d3949f842e5e
ESCO version:	1.08

[In other languages](#)

Deutsch:	ein installiertes System abmelden (Sicherstellen, dass ein installiertes technisches System an
Nederlands:	tekenen voor een geïnstalleerd systeem (Ervoor zorgen dat een geïnstalleerd technisch syste
Italiano:	gestire l'approvazione di un sistema installato (Assicurarsi che un sistema tecnico installato

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	70 61
Place in the process:	00
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- check if the system functions
- check the safety requirements of the system used
- ensure the quality of the work done
- adequately transfer the system (safety, functioning, attention points...)
- document the set-up and specific attention points
- handle the signing off

Knowledge

- understands the system(s) and system layout
- knows the documentation regulations

Autonomy / attitude

- safety awareness
 - accuracy
-

Assessment

Self assessment

1. I don't know how to make sure an installed technical system is adequately transferred and signed off for.
2. I am uncertain how to make sure an installed technical system is adequately transferred and signed off for.
3. I know how to make sure an installed technical system is adequately transferred and signed off for.
4. I am more than able to make sure an installed technical system is adequately transferred and signed off for.

Mentor assessment

1. ... doesn't know how to make sure an installed technical system is adequately transferred and signed off for.
2. ... is uncertain how to make sure an installed technical system is adequately transferred and signed off for.
3. ... knows how to make sure an installed technical system is adequately transferred and signed off for.
4. ... is more than able to make sure an installed technical system is adequately transferred and signed off for.

Acceptable assessment methods

- [Observation in simulated environment](#)
 - [Observation on site](#)
 - [Post Box Exercise](#)
 - Supportive:
 - [Structured portfolio](#)
 - [Criterion based interview](#)
-

Training

It is a good idea to integrate this competence within other activities, such a a build-up.

References

- [put references to other competence systems here]

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- [Mix sound in a live situation \(02 10 40 05 20\)](#)
 - [ESCO description](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Mix sound in a live situation (02 10 40 05 20)

[ESCO description](#)

Title	Mix sound in a live situation
Description:	Combine audio signals from multiple sound sources during rehearsals or in a live situation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/84bbad5b-6560-440a-89f0-0e61729e80a0
ESCO version:	1.08

[In other languages](#)

Deutsch:	Ton bei Live-Veranstaltungen mischen (Mischen von Tonsignalen aus mehreren Schallquellen)
Nederlands:	geluid live mixen (Het weergeven van geluidssignalen uit verschillende geluidsbronnen tijdens re
Italiano:	mixare il suono dal vivo (Mixare segnali audio da sorgenti sonore multiple durante le prove o in

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

The sector layer contains the refined definition of the ESCO competences in sector specific wording

[Structure](#)

Field and subfield:	02 10
Place in the process:	40
Level:	05
Unique identifier:	20

Sectoral detail

Skills

- Prepare and set up cues according to documentation
- Set the levels according to specific instructions
- Add effects and processors according to instructions
- Operate playback equipment
- Act on visual or called cues
- Follow cues on documentation
- Anticipate stage actions
- React accurately to unexpected situations
- Adjust the levels and correct the balance of the sources to avoid feedback
- Adjust effects and processors mix and balance together with the performance
- Correct outputs based on performance requirements
- Ensure the desired artistic quality
- Maintain the safe sound level

Knowledge

- Intentions of the sound designer the performance/music
- Knowledge of the sound equipment
- Sound operating techniques
- Sound mixing techniques and signal processing
- Acoustical properties of the space
- Different genres of music and types of instruments
- Sound qualities of different instruments
- Playback media
- National legislation for the safe sound levels

Autonomy / Attitude

- Respect for the artistic concept/process
 - Problem-solving approach
-

Assessment

Self assessment

1. I don't know how to combine audio signals from multiple sound sources during rehearsals or in a live situation.
2. I am uncertain how to combine audio signals from multiple sound sources during rehearsals or in a live situation.
3. I know how to combine audio signals from multiple sound sources during rehearsals or in a live situation.
4. I am more than able to combine audio signals from multiple sound sources during rehearsals or in a live situation.

Mentor assessment

1. ... doesn't know how to combine audio signals from multiple sound sources during rehearsals or in a live situation.
2. ... is uncertain how to combine audio signals from multiple sound sources during rehearsals or in a live situation.
3. ... knows how to combine audio signals from multiple sound sources during rehearsals or in a live situation.
4. ... is more than able to combine audio signals from multiple sound sources during rehearsals or in a live situation.

Acceptable assessment methods

- [Observation in Simulated Environment](#)
- [Observation on Site](#)
- Supportive:
- [Structured Portfolio](#)

- [Criterion Based Interview](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...). It is important that the candidate learns to hear and differentiate between individual instruments and sounds.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5c) Position and set up microphones, configure and set up sound mixers and carry out a sound check, Note influences such as reflection and reverberation, Prepare sound mixing consoles (e.g. channels, subgroup routing, monitoring), Parameterize individual channels, Perform the master mix – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P2-K1-W3: Bedient geluidstechniek tijdens de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 40 01 Monitor mixing in a live situation - 02 00 40 02 Advanced sound mixing in a live situation

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 - [Training](#)
 - [References](#)

Set up a multi-track recording (02 20 20 05 25)

[ESCO description](#)

Title	Set up a multi-track recording
Description:	Make the necessary preparations to record music or other sounds on several tracks.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/16977544-891e-44d7-86fd-444eadcf90ef
ESCO version:	1.08

[In other languages](#)

Deutsch:	eine Mehrkanalaufnahme einrichten (Die notwendigen Vorbereitungen zur Aufnahme von Musik auf mehreren Kanälen einrichten)
Nederlands:	meersporenopnames voorbereiden (De nodige voorbereidingen treffen om muziek of andere geluiden op meerdere kanalen op te nemen)
Italiano:	configurare una registrazione a più piste (Effettuare i preparativi necessari per registrare musica o altri suoni su più tracce)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	02 20
Place in the process:	20
Level:	05
Unique identifier:	25

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to make the necessary preparations to record music or other sounds on several tracks.
2. I am uncertain how to make the necessary preparations to record music or other sounds on several tracks.
3. I know how to make the necessary preparations to record music or other sounds on several tracks.
4. I am more than able to make the necessary preparations to record music or other sounds on several tracks.

Mentor assessment

1. ... doesn't know how to make the necessary preparations to record music or other sounds on several tracks.
2. ... is uncertain how to make the necessary preparations to record music or other sounds on several tracks.
3. ... knows how to make the necessary preparations to record music or other sounds on several tracks.
4. ... is more than able to make the necessary preparations to record music or other sounds on several tracks.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

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- [Position guardrails and toeboards \(04 50 20 03 28\)](#)
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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Position guardrails and toeboards (04 50 20 03 28)

ESCO description

Title

Position guardrails and toeboards

Description :

Attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety falling. Secure the guardrails using couplers or wedges.

Scope note :

n / A

Concept URI :
<http://data.europa.eu/esco/skill/fff74a70-4f82-4949-9c3b-b335904cf927>
ESCO version :

1.08

In other languages

German:

Absturzsicherungen und Bordbretter anbringen (Anbringen von Absturzsicherungen und B der Absturzsicherungen mit Kupplungen oder Keilen.)

Nederlands:

relingen en voetplanken positioneren (Bevestigen van relingen en voetplanken aan de steig koppelingen of wiggen.)

Italiano:

posare la barriera di sicurezza e il bordo di contenimento (Attaccare barriere di sicurezza attacchi o cunei.)

Development notes

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure**Field and subfield :**

04 50

Place in the process :

20

Level : 03
Unique identify: 28

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / Attitude

- ...
-

Assessment

Self assessment

1. I don't know how to attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety of the workers and prevent objects from falling. secure the guardrails using couplers or wedges.
2. I am uncertain how to attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety of the workers and prevent objects from falling. secure the guardrails using couplers or wedges.
3. I know how to attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety of the workers and prevent objects from falling. secure the guardrails using couplers or wedges.
4. I am more than able to attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety of the workers and prevent objects from falling. secure the guardrails using couplers or wedges.

Mentor assessment

1. ... doesn't know how to attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety of the workers and prevent objects from falling. secure the guardrails using couplers or wedges.
2. ... is uncertain how to attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety of the workers and prevent objects from falling. secure the guardrails using couplers or wedges.
3. ... knows how to attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety of the workers and prevent objects from falling. secure the guardrails using couplers or wedges.
4. ... is more than able to attach guardrails and toeboards to the scaffolding at set heights and intervals to ensure the safety of the workers and prevent objects from falling. secure the guardrails using couplers or wedges.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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 - [References](#)

Focus lighting equipment (01 00 20 04 30)

[ESCO description](#)

Title	Focus lighting equipment
Description:	Set already installed conventional lighting equipment, based on directions and information from somebody on the floor.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/fdc83a3b-0ea5-4c2e-af42-8cc0fcea5670
ESCO version:	1.08

[In other languages](#)

Deutsch:	Lichttechnische Einrichtung ausrichten (Ausrichten der bereits installierten konventionellen
Niederlands:	verlichtingsapparatuur afstellen (Afstellen van reeds geïnstalleerde conventionele verlichting
Italiano:	mettere a fuoco le attrezzature di illuminazione (Mettere a fuoco le attrezzature di illuminaz

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[add scope note]

[Structure](#)

Field and subfield:	01 00
Place in the process:	20
Level:	04
Unique identifier:	30

Sectoral detail

Skills

- Point the fixture
- Focus the fixture
- Adjust accessories
- Fix and secure the position

Knowledge

- Understands of optics involved in non or single lens equipment

Autonomy / Attitude

- Working safely at heights
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to set already installed conventional lighting equipment, based on directions and information from somebody on the floor.
2. I am uncertain how to set already installed conventional lighting equipment, based on directions and information from somebody on the floor.
3. I know how to set already installed conventional lighting equipment, based on directions and information from somebody on the floor.
4. I am more than able to set already installed conventional lighting equipment, based on directions and information from somebody on the floor.

Mentor assessment

1. ... doesn't know how to set already installed conventional lighting equipment, based on directions and information from somebody on the floor.
2. ... is uncertain how to set already installed conventional lighting equipment, based on directions and information from somebody on the floor.
3. ... knows how to set already installed conventional lighting equipment, based on directions and information from somebody on the floor.
4. ... is more than able to set already installed conventional lighting equipment, based on directions and information from somebody on the floor.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training should take place on site or in a simulated environment. Trainees should practice on a variety of lighting instruments (types and manufacturers).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3b) Select, connect and configure lighting instruments, lighting desks and additional devices, Attach and set up accessories (e.g. iris diaphragms, filter holders, outdoor domes) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W5: Levert lichtinstallatie werkend op SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Manage consumables stock (70 51 00 04 20)

[ESCO description](#)

Title	Manage consumables stock
Description:	"Supervise and monitor consumables stock to ensure that the production demands and deadlines
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/0c8f1351-d1fe-4542-89fe-b70729679c52
ESCO version:	1.08

[In other languages](#)

Deutsch:	Vorräte an Verbrauchsmaterialien verwalten (Verwalten und Überwachen der Vorräte an Ver
Nederlands:	voorraad verbruiksgoederen beheren (De goederenvoorraad beheren en opvolgen om ervoor
Italiano:	gestire le scorte di materiali di consumo (Gestire e monitorare le scorte di materiali di consum

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	70 51
Place in the process:	00
Level:	04
Unique identifier:	20

Sectoral detail

Skills

- Monitor stock levels
- Process the demands
- Propose alternatives
- Allocate resources
- Monitor deadlines
- Feedback to relevant departments
- Keep record of stock transactions
- Anticipate future demands
- Provide information to others to prepare orders

Knowledge

- Methods of record-keeping
- In-house stock
- Production schedules and deadlines

Autonomy / attitude

- Accuracy
-

Assessment

Self assessment

1. I don't know how to supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.
2. I am uncertain how to supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.
3. I know how to supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.
4. I am more than able to supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.

Mentor assessment

1. ... doesn't know how to supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.
2. ... is uncertain how to supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.
3. ... knows how to supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.
4. ... is more than able to supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Candidates should gain experience with different types of consumable stock and resources in different production environments.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3g) Store and stock devices, system parts, components, tools, and work equipment, Conduct storage according to operational requirements, Use warehouse management systems, Determine stocks, warehouse key figures (e.g. inventory, lists, messages) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 70 51 00 06 Manage consumables stock - Page 206

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 - [Training](#)
 - [References](#)

Use audio reproduction software (02 00 40 04 44)

[ESCO description](#)

Title	Use audio reproduction software
Description:	Operate software and equipment that transform and reproduce digital, analogue sounds and sounds that can be streamed.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/bcc0db5f-c1e8-4f08-b68b-020396ef07b9
ESCO version:	1.08

[In other languages](#)

Deutsch:	Audiowiedergabe-Software verwenden (Bedienen von Software und Geräten, die digitale und analoge Sounds wiedergeben)
Nederlands:	software voor geluidswaergave gebruiken (Software en apparatuur bedienen die digitale analoge sounds waergave)
Italiano:	usare software per la riproduzione audio (Utilizzare software e attrezzature che trasformano e riproducono suoni)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

This refers only to playing sounds using audio reproduction software.

[Structure](#)

Field and subfield:	02 00
Place in the process:	40
Level:	04

Unique identifier:

44

Sectoral detail

Skills

- Set up a software application system
- Upload or migrate sounds into a software application
- Prepare sound cues for playing
- Play sounds
- Follow the procedures for back up and hard copy

Knowledge

- Software for sound reproduction and encoding
- Different codecs and formats
- Methods for back up and hard copy

Autonomy / Attitude

Assessment

Self assessment

1. I don't know how to operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.
2. I am uncertain how to operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.
3. I know how to operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.
4. I am more than able to operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.

Mentor assessment

1. ... doesn't know how to operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.
2. ... is uncertain how to operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.
3. ... knows how to operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.
4. ... is more than able to operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- Supportive:
- [Structured Portfolio](#)
- [Criterion Based Interview](#)

Training

Practicing different set-ups and different applications (events, theatre...). It is important that different software applications, codecs and data formats are used.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4d) Plan AV-media technology systems taking into account the event location, the input and output devices as well as image and data formats (*does not exactly fit competence stated here*) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5a) View, check and provide image, sound and data content, observe entertainment law regulations, Know the differences in the content (e.g. file formats, resolutions, sound channels, aspect ratios), Check and adjust the content, Take into account basic data protection and copyright requirements – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W3: Bedient geluidstechniek tijdens de uitvoering van de podiumproductieSBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Provide career counselling (90 10 00 05 20)

[ESCO description](#)

Title	Use consulting techniques
Description:	Advise clients in different personal or professional matters.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92
ESCO version:	1.08

[In other languages](#)

Deutsch:	Kunden schulen (Aktive Unterstützung der Kunden dabei, ihre Stärken auszubauen und ihr Selbstvertrauen zu stärken.)
Nederlands:	klanten coachen (Klanten actief helpen om hun kracht en vertrouwen te vergroten. Cursussen en workshops aanbieden.)
Italiano:	assistere i clienti (Aiutare attivamente i clienti a migliorare i loro punti di forza e la loro fiducia. Proporre corsi e workshop.)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	10

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to advise clients in different personal or professional matters.
2. I am unsure how to advise clients in different personal or professional matters.
3. I know how to advise clients in different personal or professional matters.
4. I am more than able to advise clients in different personal or professional matters.

Mentor assessment

1. ... doesn't know how to advise clients in different personal or professional matters.
2. ... is uncertain how to advise clients in different personal or professional matters.
3. ... knows how to advise clients in different personal or professional matters.
4. ... is more than able to advise clients in different personal or professional matters.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on site](#)
 - [Role play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
 - [Criterion based interview](#)
 - [Oral examination](#)
 - [Written test multiple choice](#)
 - [Written test open answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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Advise on training courses (90 10 00 05 75)

ESCO description

Title	advise on training courses
Description:	Provide information on possible training options or qualifications and available funding resources, background of the individual.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/90267570-aad1-4c54-9c9c-5a1a5847a819
ESCO version:	1.09

In other languages

Deutsch:	über Schulungen informieren
Nederlands:	advies geven over trainingen
Italiano:	fornire informazioni sui corsi di formazione

Development notes

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

In progress SKR

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	75

Sectoral detail

Skills

- provide information in a proper way
- recognise the needs and educational background of the individual
- present specific information in a proper way

Knowledge

- knowledge about available training options
- knowledge about available funding options

Autonomy / attitude

- Problem-solving approach
- Preparedness for LifeLong-Learning

Assessment

Self assessment

1. I don't know how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
2. I am uncertain how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
3. I know how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
4. I am more than able to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.

Mentor assessment

1. ... doesn't know how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
2. ... is uncertain how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
3. ... knows how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
4. ... is more than able to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Post Box Exercise](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Open Answers](#)

Training

For a good overlook about the existing training and funding options, it is necessary to have basic knowledge about the available courses and fundings. This can be taught in classroom environment. To train the skill of advising courses, a piratical unit with interaction is recommended.

References

- [put references to other competence systems here]

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Title (70 20 00 04 10) Lead a team

[ESCO description](#)

Title	Lead a team
Description:	Lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/1f1d2ff8-c4c1-45cc-9812-6a7ee84a73cb
ESCO version:	1.08

[In other languages](#)

Deutsch:	ein Team führen (Eine Gruppe von Menschen führen, beaufsichtigen und motivieren, um die erw
Nederlands:	team leiden (Leiding geven aan, toezicht houden op en motiveren van een groep mensen om de
Italiano:	guidare un gruppo (Guidare, dirigere e motivare un gruppo di persone, al fine di conseguire i ris

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

References

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	70 20
Place in the process:	00
Level:	04
Unique identifier:	10

Sectoral detail

Skills

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

Knowledge

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

Autonomy / attitude

- Respect for the team
 - Motivated
 - Emotional Intelligence
-

Assessment

Self assessment

1. I don't know how to lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.
2. I am uncertain know how to lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.
3. I know how to lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.
4. I am more than able to lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.

Mentor assessment

1. ... doesn't know how to lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.
2. ... is uncertain know how to lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.
3. ... is uncertain how to lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.
4. ... is more than able to lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.

Acceptable assessment methods

- [Observation in simulated environment](#)
 - [Observation on site](#)
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 - [Structured portfolio](#)
 - [Criterion based interview](#)
-

Training

Coaching is important, since the process is long-term.

References

- TTT-LPT

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De-rig electronic equipment (00 00 50 03 10)

[ESCO description](#)

Title	De-rig electronic equipment
Description:	Remove and store various types of electronic equipment safely after use.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/60d97332-5284-47f9-a5ff-5e73c10806a0
ESCO version:	1.08

[In other languages](#)

Deutsch:	elektronische Ausrüstung abbauen (Abbauen und sicheres Lagern verschiedener Arten von
Nederlands:	elektronische apparatuur loskoppelen (Verschillende soorten elektronische apparatuur na g
Italiano:	smontare le apparecchiature elettroniche (Rimuovere e conservare in modo sicuro, dopo l'u

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

Preferences?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	00 00
Place in the process:	50
Level:	03
Unique identifier:	10

Sectoral detail

Skills

- # Understand the specific equipment specifications
- # Power off and disconnect in a safe manner
- # Pack equipment in an efficient and safe manner
- # Ready the equipment for transportation

Knowledge

- # Different work and equipment contexts in the event and live performance industry
- # Necessary equipment packing procedures
- # Principles of storage packing and logistics in the event and live performance industry

Autonomy / Attitude

- # Safety awareness
- # Respect for the equipment

Assessment

Self assessment

1. I don't know how to remove and store various types of electronic equipment safely after use.
2. I am uncertain how to remove and store various types of electronic equipment safely after use.
3. I know how to remove and store various types of electronic equipment safely after use.
4. I am more than able to remove and store various types of electronic equipment safely after use.

Mentor assessment

1. ... doesn't know how to remove and store various types of electronic equipment safely after use.
2. ... is uncertain how to remove and store various types of electronic equipment safely after use.
3. ... knows how to remove and store various types of electronic equipment safely after use.
4. ... is more than able to remove and store various types of electronic equipment safely after use.

Acceptable assessment methods

- [Observation in simulated environment](#)
- [Observation on site](#)

Supportive and/or reliable in a wider context*:

- [Structured portfolio](#)
-

Training

It is necessary that routines in different situations and environments are performed.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2I) Dismantle systems and structures, Implement specifications for disassembly, Pack equipment for transport – BIBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

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Set up sound reinforcement system (02 00 20 04 11)

[ESCO description](#)

Title	Set up reinforcement system
Description:	Arrange an analogue sound reinforcement system in a live situation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/dfc63948-4423-4be0-9b32-8e532f90f2ed
ESCO version:	1.08

[In other languages](#)

Deutsch:	Klangverstärkungssystem einrichten (Einrichtung eines analogen Klangverstärkungssystems in einer Live-Situation.)
Nederlands:	geluidsversterkingssysteem opzetten (Een analoog geluidsversterkingssysteem opzetten in een live situatie.)
Italiano:	installare il sistema di amplificazione sonora (Installare un sistema di amplificazione sonora in un ambiente dal vivo.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

References

Sectoral layer

This refers to setting up a reinforcement system in a live situation with live artists. The term "analogue" is outdated and has no effect on the competence.

Structure

<u>Field and subfield:</u>	02 00
<u>Place in the process:</u>	20
<u>Level:</u>	04
<u>Unique identifier:</u>	11

Sectoral detail

Skills

- Read the documentation
- Collect the planned equipment
- Fix and secure equipment
- According to documents pre-focus speakers
- Adjust the focusing of the speakers
- Adjust the settings such as delay lines, speaker EQ's, crossovers etc.
- Connect equipment to electrical system
- Connect equipment to amplifiers or stage box (if any) fix and secure the connections

Knowledge

- Understands of drawings, symbols and scales
- Rigging methods
- Handling procedures for sound equipment
- Different types of signals
- Different types of cables and connectors
- Requirements of the production
- System settings

Autonomy / Attitude

- Awareness of risks related to sound levels
 - Safety awareness
 - Respect for the artistic concept/process
 - Sense of methodology
 - Able to cooperate
 - Respect of the timeline
 - Respect for the team
-

Assessment

Self assessment

1. I don't know how to arrange an analogue sound reinforcement system in a live situation.
2. I am uncertain how to arrange an analogue sound reinforcement system in a live situation.
3. I know how to arrange an analogue sound reinforcement system in a live situation.
4. I am more than able to arrange an analogue sound reinforcement system in a live situation.

Mentor assessment

1. ... doesn't know how to arrange an analogue sound reinforcement system in a live situation.
 2. ... is uncertain how to arrange an analogue sound reinforcement system in a live situation.
 3. ... knows how to arrange an analogue sound reinforcement system in a live situation.
 4. ... is more than able to arrange an analogue sound reinforcement system in a live situation.
-

Acceptable assessment methods

- [Observation in Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5c) Position and set up microphones, configure and set up sound mixers and carry out a sound check, Note influences such as reflection and reverberation, Prepare sound mixing consoles (e.g. channels, subgroup routing, monitoring), Parameterize individual channels – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 20 01 Fit up sound on stage - Page 61
- TT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 10 20 01 Tune up the PA - Page 71
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W4: Sluit licht-, geluids- en beeldapparatuur aan. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Apply quality standards to the interaction with candidates (70 58 00 05 20)

[ESCO description](#)

Title	apply quality standards to the interaction with candidates
Description:	Follow established procedures which prevent errors in the conception and implementation of an as
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/cc892855-cb24-4d48-8344-a5d71d48f61d
ESCO version:	1.1.0

[In other languages](#)

Deutsch:	Qualitätsstandards bei der Interaktion mit den Bewerbern anwenden
Nederlands:	kwaliteitsnormen toepassen op de interactie met kandidaten
Italiano:	applicare standard di qualità all'interazione con i candidati

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress skr

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	70 58
Place in the process:	00
Level:	05
Unique identifier:	20

Sectoral detail

Skills

- Know and apply established procedures to prevent errors in the conception and implementation of an assessment.

Knowledge

- knowledge of established procedures to prevent errors in the conception and implementation of an assessment

Autonomy / attitude

- Quality awareness
 - Accuracy
 - Sense of methodology
-

Assessment

Self assessment

1. I don't know how to follow established procedures which prevent errors in the conception and implementation of an assessment.
2. I am uncertain how to follow established procedures which prevent errors in the conception and implementation of an assessment.
3. I know how to follow established procedures which prevent errors in the conception and implementation of an assessment.
4. I am more than able to follow established procedures which prevent errors in the conception and implementation of an assessment.

Mentor assessment

1. ... doesn't know how to follow established procedures which prevent errors in the conception and implementation of an assessment.
2. ... is uncertain how to follow established procedures which prevent errors in the conception and implementation of an assessment.
3. ... knows how to follow established procedures which prevent errors in the conception and implementation of an assessment.
4. ... is more than able to follow established procedures which prevent errors in the conception and implementation of an assessment.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Structured Portfolio](#)
-

Training

Training in role-plays or in real life situations under supervision.

References

- [put references to other competence systems here]
-

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 - [Training](#)
 - [References](#)

Provide assistance with job search (90 10 00 05 80)

[ESCO description](#)

Title	provide assistance with job search
Description:	Help students or adults in their search to find a profession by identifying career options, building a network, conducting interviews, and locating job vacancies.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/7903f946-aef-4024-b146-8e48018d4eb9
ESCO version:	1.1.0

[In other languages](#)

Deutsch:	Unterstützung bei Arbeitsplatzsuche anbieten
Nederlands:	hulp bieden bij het zoeken naar een baan
Italiano:	fornire assistenza nella ricerca di lavoro

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in Progress SKR

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	80

Sectoral detail

Skills

- identifying career options
- support people with building a curriculum vitae
- help people preparing them for job interviews
- help people locating job vacancies

Knowledge

- knowledge about identifying career options
- knowledge about formulation of application papers
- knowledge about structures and process of job interviews

Autonomy / attitude

- Being proactive
 - Sense of methodology
 - Problem-solving approach
-

Assessment

Self assessment

1. I don't know how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
2. I am uncertain how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
3. I know how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
4. I am more than able to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.

Mentor assessment

1. ... doesn't know how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
2. ... is uncertain how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
3. ... knows how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
4. ... is more than able to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Structured Portfolio](#)
-

Training

Training in groups of students (roleplay) under supervision.

References

- [put references to other competence systems here]
-

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Keep up with trends (30 05 00 04 10)

[ESCO description](#)

Title	Keep up with trends
Description:	Monitor and follow new trends and developments in specific sectors.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/efda73b4-5212-40a7-b2f8-d2f754ffdf2b
ESCO version:	1.08

[In other languages](#)

Deutsch:	in Bezug auf Trends auf dem Laufenden bleiben (Beobachtung und Verfolgung neuer Trends)
Nederlands:	op de hoogte blijven van trends (Nieuwe trends en ontwikkelingen in specifieke sectoren in de g)
Italiano:	stare al passo con le tendenze (Monitorare e seguire nuove tendenze e sviluppi in settori speci)

[Development notes](#)

Status: **final read** / finalised date

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	30 05
Place in the process:	00
Level:	04
Unique identifier:	10

Sectoral detail

Skills

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

Knowledge

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

Autonomy / attitude

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

Assessment

Self assessment

1. I don't know how to monitor and follow new trends and developments in the event / live performance sector.
2. I am uncertain how to monitor and follow new trends and developments in the event / live performance sector.
3. I know how to monitor and follow new trends and developments in the event / live performance sector.
4. I am more than able to monitor and follow new trends and developments in the event / live performance sector.

Mentor assessment

1. ... knows how to monitor and follow new trends and developments in the event / live performance sector.
2. ... is uncertain how to monitor and follow new trends and developments in the event / live performance sector.
3. ... knows how to monitor and follow new trends and developments in the event / live performance sector.
4. ... is more than able to monitor and follow new trends and developments in the event / live performance sector.

Acceptable assessment methods

Must be assessed within the context: a situation where the trends can be applied.

- [Role Play](#)
- [Criterion Based Interview](#)

Supportive:

- [Structured Portfolio](#)
-

Training

Awareness for the need for a common language in regard to developing ideas and concepts with artists and designers can be trained in different ways: use of examples from historical and cultural heritage to explain contexts in our times; attending events and live performances and having an awareness for new trends and developments; and developing media competence in the event / live performance sector.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.1b) Check the technical implementation possibilities of requirements for feasibility and develop them with the stakeholders, (4.1c) Know technical and design options – BiBB

- Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF))
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area B: Integrative Skills, Knowledge and Competences – (Item 6f) Obtain and provide information, including using English as a basis – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
 - TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 30 05 00 10 - Monitor design trends and developments - Page 135
 - Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K2-W2: Participeert in relevant netwerk. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Calculate rigging plots (04 60 10 03 20)

[ESCO description](#)

Title	Calculate rigging plots
Description :	Compute data to determine how the rigging will operate during a performance.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/2f8c99cc-17a8-40f2-bc3a-f9eb426dbe06
ESCO version :	1.08

[In other languages](#)

German:	Hängepläne berechnen (Berechnung der richtigen Daten, um zu bestimmen, wie das Rigging
Nederlands:	rigging berekenen (De juiste gegevens berekenen om te bepalen hoe de rigging tijdens een vo
Italiano:	calcolare il funzionamento dei punti di sostegno (Calcolare i dati corretti per determinare in

[Development notes](#)

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

[Sectoral layer](#)

Some of the health & safety organisations of the Member States have created specific regulations and industry standards that must be adhered to when stage rigging is involved. These must be regarded when applicable.

[Structure](#)

Field and subfield :	04 60
Place in the process :	10
Level :	03
Unique identify :	20

Sectoral detail

Skills

- ...

Knowledge

- ...
-

Autonomy / Attitude

- ...
-

Assessment

Self assessment

1. I don't know how to compute data to determine how the rigging will operate during a performance.
2. I am uncertain how to compute data to determine how the rigging will operate during a performance.
3. I know how to compute data to determine how the rigging will operate during a performance.
4. I am more than able to compute data to determine how the rigging will operate during a performance.

Mentor assessment

1. ... doesn't know how to compute data to determine how the rigging will operate during a performance.
2. ... is uncertain how to compute data to determine how the rigging will operate during a performance.
3. ... knows how to compute data to determine how the rigging will operate during a performance.
4. ... is more than able to compute data to determine how the rigging will operate during a performance.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- Germany: IGWW SQQ2 - Veranstaltungsrigging Organisation und Arbeitsverfahren / IGWW SQQ2 - Sachkunde für Veranstaltungsrigging
 - Germany: DGUV Information 215-313 - Lasten über Personen, Sicherheit bei Veranstaltungen und Produktionen von Fernsehen, Hörfunk, Film, Theater, Messen, Veranstaltungen
-

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Reflect on practice (50 30 00 04 10)

[ESCO description](#)

Title	reflect on practice
Description:	Routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes, being aware of relevant methodologies and utilising feedback from managers, supervisors, in order to adapt the practice accordingly.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/c152e2a2-db0d-4d8f-b25c-ef474c83a9c0
ESCO version:	1.1.0

[In other languages](#)

Deutsch:	eigene Handlungsweisen evaluieren
Nederlands:	nadenken over praktijken
Italiano:	riflettere sulla pratica

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress skr

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	50 30
Place in the process:	00
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- self-evaluation of own practice in a consistent, coherent and appropriate way
- take and incorporate feedback from stakeholders
- plan steps to to adapt own practice accordingly

Knowledge

- knowledge about ways of self-evaluation
- knowledge about strategies of taking feedback in a reflective way

Autonomy / attitude

- Preparedness for **LifeLong-Learning**
 - Committed to self-development
-

Assessment

Self assessment

1. I don't know how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
2. I am uncertain how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
3. I know how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
4. I am more than able to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.

Mentor assessment

1. ... doesn't know how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
2. ... is uncertain how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
3. ... knows how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
4. ... is more than able to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.

Acceptable assessment methods

- [Observation on Site](#)
- [Structured Portfolio](#)

Training

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.

References

- [put references to other competence systems here]

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- [Title \(70 55 00 04 10\) Write risk assessment on performing arts production](#)
 - [ESCO description](#)
 - [In other languages](#)
 - [Development notes](#)
 - [Sectoral layer](#)
 - [Does not include risk assessment as understood as part of the competences required in the EQF Level 6.](#)
 - [Structure](#)
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Title (70 55 00 04 10) Write risk assessment on performing arts production

[ESCO description](#)

Title	Write risk assessment on performing arts production
Description:	Assess risks, propose improvements and describe measures to be taken on a production level in performing arts.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/271a36a0-bc7a-43a9-ad29-0a3f3cac4e57
ESCO version:	1.08

[In other languages](#)

Deutsch:	Risikoanalysen zu Produktionen der darstellenden Kunst verfassen (Bewertung der Risiken)
Nederlands:	risicoanalyses voor podiumproducties opstellen (Risico's beoordelen, verbeteringen voorstellen)
Italiano:	scrivere la valutazione dei rischi relativi alla produzione di uno spettacolo (Valutare i rischi)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

Does not include risk assessment as understood as part of the competences required in the EQF Level 6.

See: <http://data.europa.eu/esco/skill/594bd121-9614-4e87-9ecf-6ccb95507efe>

However, contribution in the process is accepted.

Structure

Field and subfield:	70 55
Place in the process:	00
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Review current risk assessments and up-date as required
- Write risk assessments according to the organizational procedures
- Ensure that resources required for writing risk assessment are available
- Report risks to the appropriate people in an agreed format
- Make recommendations for minimising risk
- Comply with legal requirements
- Confirm that industry standards are being met
- Maintain an awareness of hazards
- Record hazards in line with organisational procedures
- Identify accurately new hazards arising from changes in working practices
- Ensure new hazards are documented

Knowledge

- Purpose, legal implications and importance of writing risk assessments
- Methods of identifying risk
- Relevant documentation
- Organizational procedures
- Type of hazards that are most likely to cause harm
- Methods of reducing risk
- Effective communication methods
- Health and safety risks in live performance

Autonomy / attitude

- Being aware of hazards in the workplace
 - Being proactive
-

Assessment

Self assessment

1. I don't know how to assess risks, propose improvements and describe measures to be taken on a production level in performing arts.
2. I am uncertain how to assess risks, propose improvements and describe measures to be taken on a production level in performing arts.
3. I know how to assess risks, propose improvements and describe measures to be taken on a production level in performing arts.
4. I am more than able to assess risks, propose improvements and describe measures to be taken on a production level in performing arts.

Mentor assessment

1. ... doesn't know how to assess risks, propose improvements and describe measures to be taken on a production level in performing arts.
 2. ... is uncertain how to assess risks, propose improvements and describe measures to be taken on a production level in performing arts.
 3. ... knows how to assess risks, propose improvements and describe measures to be taken on a production level in performing arts.
-

4. ... is more than able to assess risks, propose improvements and describe measures to be taken on a production level in performing arts.

Acceptable assessment methods

- [Post Box Exercise](#)
 - [Structured portfolio](#)
 - [Criterion based interview](#)
 - [Oral examination](#)
 - [Written test multiple choice](#)
 - [Written test open answers](#)
-

Training

The focus of the training should be on being able to understand risk in regard to safe working practices and the measures that can and should be taken to reduce risk (the emphasis is not on memorizing regulations). Understanding procedures in reducing risk (for example rehearsals) is important as well as an understanding of the risk assessment cycle.

References

- TTT/LPT

Contents

- [Title \(70 51 10 04 10\) Analyse the need for technical resources](#)
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Title (70 51 10 04 10) Analyse the need for technical resources

[ESCO description](#)

Title	Analyse the need for technical resources
Description:	Define and make a list of the required resources and equipment based on the technical needs of the production.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/8c8d0196-4acd-4217-89cb-abaf96845b14
ESCO version:	1.08

[In other languages](#)

Deutsch:	Bedarf an technischen Ressourcen analysieren (Festlegen und Verzeichnen der erforderlichen Ressourcen und Geräte auf Basis technischer Pro
Nederlands:	behoefte aan technische middelen analyseren (Een lijst van de benodigde middelen en appa
Italiano:	analizzare le esigenze di risorse tecniche (Definire e stilare un elenco delle risorse e delle attr

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	70 51
Place in the process:	10

Level:	04
Unique identifier:	10

[Sectoral detail](#)

[Skills](#)

- Collect the necessary information
- Analyse the needs based on collected information
- Check feasibility
- Check technical consequences
- Communicate with different departments
- Define delivery needs

[Knowledge](#)

- Needs of different productions
- Needs of different departments
- Relevant technical knowledge
- Current design(s)
- Methods of communication

[Autonomy / attitude](#)

- Accuracy
 - Appreciates value of the design
-

[Assessment](#)

[Self assessment](#)

1. I don't know how to define and make a list of the required resources and equipment based on the technical needs of the production.
2. I am uncertain how to define and make a list of the required resources and equipment based on the technical needs of the production.
3. I know how to define and make a list of the required resources and equipment based on the technical needs of the production.
4. I am more than able to define and make a list of the required resources and equipment based on the technical needs of the production.

[Mentor assessment](#)

1. ... doesn't know how to define and make a list of the required resources and equipment based on the technical needs of the production.
2. ... is uncertain how to define and make a list of the required resources and equipment based on the technical needs of the production.
3. ... knows how to define and make a list of the required resources and equipment based on the technical needs of the production.
4. ... is more than able to define and make a list of the required resources and equipment based on the technical needs of the production.

[Acceptable assessment methods](#)

- [Post Box Exercise](#)
 - [Structured portfolio](#)
 - Supportive:
 - [Criterion based interview](#)
-

Training

Analysing production needs by using different technical riders for various venues. Make suggestions for improvement.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.1c) Develop implementation concepts from a technical and design perspective and coordinate them with clients, Know technical and design options, Devise and explain technical concepts, Create stage plans and technical riders, Discuss possible implementation problems and offer solution options – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 00 00 00 02 - Analyse the need for technical resources and consumables, Page 208

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 - [References](#)

Install image equipment (05 00 20 04 10)

[ESCO description](#)

Title	Install image equipment
Description:	Set up, install and connect projection and image equipment.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/727eb829-28da-4d6a-8552-ba5b5d280c41
ESCO version:	1.08

[In other languages](#)

Deutsch:	Bildanlagen installieren (Installation und Anschluss von Projektions- und Bildanlagen.)
Nederlands:	beeldapparatuur installeren (Projectie- en beeldapparatuur installeren en verbinden.)
Italiano:	installare le attrezzature per le immagini (Installare e collegare le apparecchiature di proiezione.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

[References?](#)

[Sectoral layer](#)

[Structure](#)

Field and subfield:	05 00
Place in the process:	20
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Transport, place and install (mount) projection equipment, surfaces, and materials according to the needs during the set up.
- Inspect the projection equipment visually for damage.
- Adjust the projection equipment according to instructions and/or plans.
- Check that all projection equipment, surfaces, and materials are secured according to safety procedures.

Knowledge

- Different types of projection equipment and projection surfaces
- Different types of audio-visual display equipment
- Different types of content sources
- Types of connections and cables
- Different aspect ratios

Autonomy / Attitude

- Quality Awareness
-

Assessment

Self assessment

1. I don't know how to set up, install and connect projection and image equipment.
2. I am uncertain how to set up, install and connect projection and image equipment.
3. I know how to set up, install and connect projection and image equipment.
4. I am more than able to set up, install and connect projection and image equipment.

Mentor assessment

1. ... doesn't know how to set up, install and connect projection and image equipment.
2. ... is uncertain how to set up, install and connect projection and image equipment.
3. ... knows how to set up, install and connect projection and image equipment.
4. ... is more than able to set up, install and connect projection and image equipment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
-

Training

Candidates should gain experience with different equipment in different settings.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3f) Select, connect and configure media and presentation technology, in particular projection devices, signal converters and media servers, Differentiate devices according to the type of image generation (e.g. DLP, LCD, D-ILA, OLED; PLASMA, LED) and other parameters (e.g. resolution, luminous flux, luminance), Classify video signals qualitatively (e.g. (HD-) SDI, DVI, HDMI, RGBHV, YUV, Y / C, FBAS), Understand the signal converter and how it works, Understand the function and differences of media servers, Carry out basic configuration of media servers and import media – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning B1-K1-W3: Plaatst en hangt licht-, geluids-, beeldapparatuur en (overige) materialen in and B1-K1-W4: Sluit licht-, geluids- en beeldapparatuur aan. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Training](#)
 - [References](#)

analyse problems for opportunities (50 60 00 05 15)

[ESCO description](#)

Title	analyse problems for opportunities
Description:	Identify and anticipate problems in order to choose a course of action, come up with appropriate solutions and plan further development.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/6e16f998-7648-4ed0-8232-1b03722d1a53
ESCO version:	1.08

[In other languages](#)

Deutsch:	Probleme im Hinblick auf Chancen analysieren (Ermittlung und frühzeitige Erkennung von Problemen)
Nederlands:	problemen analyseren met het oog op kansen (In kaart brengen van en anticiperen op problemen)
Italiano:	analizzare i problemi e trovare soluzioni (Individuare e anticipare i problemi al fine di scegliere soluzioni)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress / SKR 05.01.22

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	50 60
Place in the process:	00
Level:	05
Unique identifier:	15

Sectoral detail

Skills

- recognise problems
- investigate problems from different points of view
- shape opportunities based on the deconstructed problem

Knowledge

- Knowledge of problem breakdown
- Knowledge on formulation opportunities

Autonomy / attitude

- Able to solve complex issues
- Creative Thinking
- / Act empathic and dedicated

Assessment

Self assessment

1. I don't know how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
2. I am unsure how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
3. I know how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
4. I am more than able to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.

Mentor assessment

1. ... doesn't know how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
2. ... is uncertain how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
3. ... knows how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
4. ... is more than able to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)

Training

Basic theoretical education in classes, then to be trained in groups with examples from real-live.

References

- [put references to other competence systems here]

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Technically design a sound system (02 00 10 04 10)

[ESCO description](#)

Title	technically design a sound system
Description:	Set up, test and operate a complex audio system, based on a given sound concept. This could be a permanent as well as a temporary installation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/6cad4013-3055-47ba-8316-0720e1a55256
ESCO version:	1.08

[In other languages](#)

Deutsch:	technischen Entwurf für ein Soundsystem anfertigen (Einrichten, Testen und Bedienen eines komplexen Audiosystems auf der Grundlage eines Soundkonzepts. Dabei könnte es sich um eine ständige oder eine vorübergehende Einrichtung handeln.)
Nederlands:	geluidssysteem technisch ontwerpen (Het opzetten, testen en bedienen van een complex audiosysteem dat gebaseerd is op een gegeven geluidskoncept. Dit kan zowel een permanente als een tijdelijke installatie zijn.)
Italiano:	progettare tecnicamente un sistema audio (Configurare, testare e gestire un sistema audio complesso, basato su un determinato concetto sonoro. Si potrebbe trattare di un impianto sia permanente sia temporaneo.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

References?

Sectoral layer

Develop the setup of a complex audio system, based on a given sound concept. This could be a permanent as well as a temporary installation.

Structure

Field and subfield:	02 00
Place in the process:	10
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Interpret lines, symbols and layers in construction drawings
- Interpret technical riders
- Equipment that best serves the scale of the production and the nature of the space
- Implement the equipment in a production plan
- Define the signal routing
- Define cable runs
- Avoid induction and interference

Knowledge

- Drawing methods and symbols of sound technology
- Understands the technical and artistic needs of a production
- Know electrical regulations and code of practice
- Induction, interference and good practice in power supply
- Behaviour of electronic signals

Autonomy / Attitude

- Creative Thinking
 - Respect for the artistic concept/process
 - Sense of methodology
-

Assessment

Self assessment

1. I don't know how to set up, test and operate a complex audio system, based on a given sound concept.
2. I am uncertain how to set up, test and operate a complex audio system, based on a given sound concept.
3. I know how to set up, test and operate a complex audio system, based on a given sound concept.
4. I am more than able to set up, test and operate a complex audio system, based on a given sound concept.

Mentor assessment

1. ... doesn't know how to set up, test and operate a complex audio system, based on a given sound concept.
2. ... is uncertain how to set up, test and operate a complex audio system, based on a given sound concept.
3. ... knows how to set up, test and operate a complex audio system, based on a given sound concept.
4. ... is more than able to set up, test and operate a complex audio system, based on a given sound concept.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Post Box Exercise](#)

- Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Practicing designing for different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4a) Plan sound reinforcement systems taking into account areas and rooms to be covered, in particular determine loudspeaker types, loudspeaker positioning and dimension loudspeaker systems and amplifiers, Compare the sound system concept with the local conditions and setup, Observe room acoustic conditions, Check integration of existing sound reinforcement systems – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4b) Specify audio equipment in accordance with the spatial and design specifications, Select mixing consoles and control rooms according to size and sound reinforcement areas, Plan signal processing devices for room equalization, Select microphones according to the purpose and location (e.g. headsets, handhelds, interfaces) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 10 01 - Technically design a simple sound system - Page 57
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W6: Levert geluidsinstallatie werkend op. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Store performance equipment (00 00 50 03 20)

[ESCO description](#)

Title	Store performance equipment
Description:	Dismantle sound, light and video equipment in a safe manner after a performance event. Make sur
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/eca40476-bf90-44fd-b318-c609ab083bc4
ESCO version:	1.08

[In other languages](#)

Deutsch:	Ausrüstung für Vorstellungen lagern (Sichere Demontage von Ton-, Beleuchtungs- und Vide
Nederlands:	uitrusting van een voorstelling opslaan (Geluids-, licht- en videoapparatuur na een voorstell
Italiano:	smontare e immagazzinare l'attrezzatura per gli spettacoli (Smontare in modo sicuro le ap

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	00 00
Place in the process:	50
Level:	03
Unique identifier:	20

Sectoral detail

- Excludes the dismantling of the suspension constructions.
- Limited to the physical removal of the temporary equipment.
- Excludes the electrical connections (which are dealt with in the competence on mobile electricity).

Skills

- Demobilize technical performance equipment once in place.
- Transport, place, move, stack and transport technical performance equipment and materials according to the needs during dismantling.
- Inspect the technical performance equipment visually for damage, wear and tear after use.
- Dismantle and de-rig performance equipment according to instructions and/or plans.
- Take safety precautions when working at or below heights.
- Secure technical performance equipment and accessories when storing.
- Check that all technical performance equipment is secured according to safety procedures.
- Report if something is not performed according to the agreed procedures.

Knowledge

- Proper storage procedures
- Safety procedures (weight/PPE)
- Electrical Risks

Autonomy / Attitude

- Aware of movements around you
 - Awareness of raised levels of risk
 - Work ergonomically
 - Respect for Equipment
 - Respect for safety warnings and instructions
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to dismantle sound, light and video equipment in a safely manner after a performance event nor do I know how to make sure the equipment is correctly stored away.
2. I am uncertain how to dismantle sound, light and video equipment in a safely manner after a performance event. I have difficulties making sure the equipment is correctly stored away.
3. I know how to dismantle sound, light and video equipment in a safely manner after a performance event. I know how to make sure the equipment is correctly stored away.
4. I am more than able to dismantle sound, light and video equipment in a safely manner after a performance event and I know how to make sure the equipment is correctly stored away.

Mentor assessment

1. ... doesn't know how to dismantle sound, light and video equipment in a safely manner after a performance event nor does ... know how to make sure the equipment is correctly stored away.
2. ... is uncertain how to dismantle sound, light and video equipment in a safely manner after a performance event. ... has difficulties making sure the equipment is correctly stored away.
3. ... knows how to dismantle sound, light and video equipment in a safely manner after a performance event. ... knows how to make sure the equipment is correctly stored away.
4. ... is more than able to dismantle sound, light and video equipment in a safely manner after a performance event and ... knows how to make sure the equipment is correctly stored away.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)

Training

It is necessary that routines in different situations and environments are performed.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2l) Dismantle systems and structures, Pack equipment for transport – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2m) Hand over devices, system parts, components and other work equipment, and document loss, damage, or defects, Check the equipment for missing parts and damage, Prepare devices for return, Use protocols and checklists – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

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Facilitate job market access (90 10 00 05 85)

[ESCO description](#)

Title	facilitate job market access
Description:	Improve the chances of individuals to find a job, by teaching the required qualifications and interpe programs, workshops or employment projects.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/71057622-0cc1-4cce-b36c-b32a7071b017
ESCO version:	1.1.0

[In other languages](#)

Deutsch:	Zugang zum Arbeitsmarkt erleichtern
Nederlands:	toegang tot de arbeidsmarkt faciliteren
Italiano:	favorire l'accesso al mercato del lavoro

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

In Progress SKR

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	85

Sectoral detail

Skills

- identification of the lags of people's skills in their professional field
- advice on proper courses or programs to improve qualifications and interpersonal skills

Knowledge

- knowledge about recent demands of the labour market (i.e. qualifications and interpersonal skills)
- knowledge about recently offered training and development programs, workshops or employment projects

Autonomy / attitude

- Sense of methodology
 - Problem-solving approach
 - Preparedness for **LifeLong-Learning**
-

Assessment

Self assessment

1. I don't know how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
2. I am uncertain how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
3. I know how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
4. I am more than able to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.

Mentor assessment

1. ... doesn't know how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
2. ... is uncertain how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
3. ... knows how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
4. ... is more than able to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Structured Portfolio](#)
-

Training

Classroom lessons about basic and recent training and development programs, workshops or employment projects as well as the function of the labour market in general combined with practical lessons about the advising process.

References

- [put references to other competence systems here]

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Establish educational network (70 15 00 03 40)

[ESCO description](#)

Title

establish educational network

Description:

Establish a sustainable network of useful and productive educational partnerships to explore business as stay current about trends in education and topics relevant to the organisation. Networks should national and international scale.

Scope note:

[put ESCO scope note here]

Concept URI:<http://data.europa.eu/esco/skill/757e2bb2-efe6-4e93-80b3-2ce35fc1ebb2>**ESCO version:**

1.1.0

[In other languages](#)

Deutsch:

ein Bildungsnetzwerk aufbauen

Nederlands:

educatief netwerk oprichten

Italiano:

stabilire una rete educativa

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress SKR

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#)

70 15

[Place in the process:](#)

00

[Level:](#)

03

[Unique identifier:](#)

40

Sectoral detail

Skills

- establish and keep contacts with stakeholders in educational field of profession
- actively participate in exchanging knowledge and experiences with other educational professionals
- collaborate with other educational professionals

Knowledge

- knowledge about own and foreign educational systems
- knowledge about social interaction in a professional field
- knowledge about contribution in specific exchange strategies

Autonomy / attitude

- Able to act on own initiative
 - Open-minded
-

Assessment

Self assessment

1. I don't know how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
2. I am uncertain how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
3. I know how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
4. I am more than able to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.

Mentor assessment

1. ... doesn't know how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
2. ... is uncertain how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
3. ... knows how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
4. ... is more than able to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.

Acceptable assessment methods

- [Structured Portfolio](#)
-

Training

To successful incorporate this competence, a high level of profession is necessary. If the candidate is of this level, existing contacts make the base to develop a professional network. A training for this should include basic classroom lessons about educational systems and excessive networking training in practical lessons.

References

- [put references to other competence systems here]

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Maintain moving constructions on stage (03 20 60 04 10)

[ESCO description](#)

Title

Maintain moving constructions on stage

Description :

Check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.

Scope note :

n / A

Concept URI :<http://data.europa.eu/esco/skill/251d8cda-1dc3-4a03-bb15-43cabec7d3b5>**ESCO version :**

1.08

[In other languages](#)

German:

Bühnentechnik instand halten (Elektrische und mechanische Elemente von Bühnenaufzügen)

Nederlands:

bewegende constructies op podia onderhouden (Elektrische en mechanische onderdelen v

Italiano:

effettuare la manutenzione di costruzioni in movimento sul palcoscenico (Controllare, m

[Development notes](#)

Status: **final read** / finalized (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

In some Member States, special qualifications in regard to knowledge of health and safety competences and other regulations may apply.

[Structure](#)

Field and subfield :

03 20

Place in the process :	60
Level :	04
Unique identify:	10

Sectoral detail

Skills

- Check the electrical functioning and find errors
- Read electrical schemes
- Replace electrical parts
- Repair connections
- Test the functionality
- Check the safety provisions
- Check the mechanical functioning and condition
- Clean mechanical parts and lubricate them
- Replace mechanical parts
- Read manuals
- Check the safety provisions

Knowledge

- Knowledge of electrics
- Knowledge of regulations
- Knowledge of safety procedures
- Working procedures
- Knowledge of safety procedures
- Knowledge of regulations

Autonomy / Attitude

- Safety Awareness
 - Awareness of raised levels of risk
 - Respect for safety warnings and constructions
 - Sense of methodology
 - Work ergonomically
-

Assessment

Self assessment

1. I don't know how to check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.
2. I am uncertain how to check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.
3. I know how to check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.
4. I am more than able to check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.

Mentor assessment

1. ... doesn't know how to check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.
 2. ... is uncertain how to check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.
 3. ... knows how to check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.
 4. ... is more than able to check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.
-

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
 - Supportive:
 - [Criterion Based Interview](#)
-

Training

Training must be done on site(s) using different control systems and equipment under guidance of certified specialists. Further training could be done at a manufacturer or supplier of equipment for specific types of equipment.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3c) Maintain devices, system parts, components, tools and other work equipment, Research maintenance intervals (e.g. according to manufacturer's specifications), Determine maintenance content, Recognize the need for maintenance, Determine and carry out maintenance steps according to operational requirements, Take measures to maintain value – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 20 60 02 Check, maintain and repair stage elevators and traps - Page 110

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Perform soundchecks (02 00 20 04 25)

[ESCO description](#)

[Title](#)

Perform soundchecks

[Description:](#)

Perform a sound check before rehearsals or live performance. Balance the volumes, equalisations and any effects of the instruments, voices and other sound sources to prepare the desired sound environment.

[Scope note:](#)

n.a.

[Concept URI:](#)

<http://data.europa.eu/esco/skill/5cd76739-b8c7-45d1-a950-082dee2d6778><http://data.europa.eu/esco/skill/4bd3cd7d-b061-4cc2-ba8d-3262065ebbf0>

[ESCO version:](#)

1.08

[In other languages](#)

Deutsch:

Soundchecks durchführen (Testen der Soundanlage eines Veranstaltungsortes, um eine reibungslose Funktion während der Aufführung zu gewährleisten. Zusammenarbeit mit den Künstlern, um sicherzustellen, dass die Anlage des Veranstaltungsortes an die Erfordernisse der Aufführung angepasst ist.)

Nederlands:

soundchecks uitvoeren (Testen van de geluidsuitrusting van een plaats om te zorgen voor een vlotte werking tijdens de uitvoering. Samenwerken met uitvoerende kunstenaars om ervoor te zorgen dat de apparatuur aangepast wordt op basis van de vereisten van het optreden.)

Italiano:

verificare il suono (Testare l'equipaggiamento acustico di un locale per garantire il buon funzionamento durante lo spettacolo. Cooperare con gli artisti al fine di garantire che le attrezzature del locale siano adatte ai requisiti dello spettacolo.)

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

References?

Sectoral layer

This refers to the sound check that requires the artists and not a simple "line check".

Structure

Field and subfield:	02 00
Place in the process:	20
Level:	04
Unique identifier:	25

Sectoral detail

Skills

- Adjust the input levels
- Adjust the sound processors' settings
- Adjust the dynamics of the signals
- Operate playback equipment
- Set output levels
- Set the balance of the instruments and playback material
- Ensure the balance fits all moving microphone positions to avoid feedback
- Listen and communicate with the performers
- Understand the artistic vision
- Adapt the final sound characteristics to the artistic vision

Knowledge

- Sound qualities of different instruments
- Signal processing methods
- Advanced knowledge of the mixing consoles, playback equipment and processors
- National legislation on the maximum sound levels
- Placement and movement of microphones on stage frequencies and radio signals
- Placement of the monitors
- Methods for avoiding interference between monitors and microphones

Autonomy / Attitude

- Awareness of risks related to sound levels
 - Respect for the artistic concept/process
-

Assessment

Self assessment

1. I don't know how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance.

2. I am uncertain how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance.
3. I know how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance.
4. I am more than able to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance.

Mentor assessment

1. ... doesn't know how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance.
2. ... is uncertain how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance.
3. ... knows how to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance.
4. ... is more than able to test the sound equipment of a venue to ensure smooth operation during the performance. cooperate with performers to make sure the venue equipment is adjusted for the requirements of the performance.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...). It is important that the candidate learns to hear and differentiate between individual instruments and sounds.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5c) Position and set up microphones, configure and set up sound mixers and carry out a sound check, Parameterize individual channels, Perform the master mix – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 30 03 Run sound check, Page 65
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Change scenic elements during performance (12 00 40 03 10)

[ESCO description](#)

Title	Change scenic elements during performance
Description:	Adjust scenic elements during a performance and follow the relevant documentation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/c863e6a4-ddab-4314-bc9a-2f6b0aee143d
ESCO version:	1.08

[In other languages](#)

Deutsch:	szenische Elemente während der Aufführung ändern (Ändern szenischer Elemente während der Aufführung)
Nederlands:	decorelementen vervangen tijdens een voorstelling (Wisselen van decorelementen tijdens een voorstelling)
Italiano:	modificare gli elementi scenici durante lo spettacolo (Cambiare gli elementi scenici durante lo spettacolo)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope Note](#)

This competence refers only to changing scenic elements "manually".

Structure

Field and subfield:	12 00
Place in the process:	40
Level:	03
Unique identifier:	10

Sectoral detail

Skills

- Perform set changes in the required timescale
- Repeat required set movements as rehearsed
- Perform quick set changes
- Deliver a consistent performance
- Anticipate stage actions
- React accurately to unexpected situations
- Correct positioning based on performance requirements
- Respond to cues during performance
- Use documentation during the performance

Knowledge

- Methods of handling scenic elements
- Understands documentation including plots and running procedures

Autonomy / Attitude

- Safety awareness
-

Assessment

Self assessment

1. I don't know how to adjust scenic elements during a performance and follow the relevant documentation.
2. I am uncertain how to adjust scenic elements during a performance and follow the relevant documentation.
3. I know how to adjust scenic elements during a performance and follow the relevant documentation.
4. I am more than able to adjust scenic elements during a performance and follow the relevant documentation.

Mentor assessment

1. ... doesn't know how to adjust scenic elements during a performance and follow the relevant documentation.
2. ... is uncertain how to adjust scenic elements during a performance and follow the relevant documentation.
3. ... knows how to adjust scenic elements during a performance and follow the relevant documentation.
4. ... is more than able to adjust scenic elements during a performance and follow the relevant documentation.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

It is necessary that routines in different situations and environments are performed.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6c) Execute event performances and presentations, Operate technical
-

equipment in a live environment and use them flexibly depending on the situation – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6d) Recognize technical errors and deviations, develop solutions and implement them in coordination with the parties involved, Identify technical errors and failures, Detect deviations from planning, Determine solution alternatives, Select the solution with the participants, Ensure implementation of the solution – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2: Regelt de techniek tijdens de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 40 04 Changeover of scenic elements during performance – Page 107

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 - [Mentor assessment](#)
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 - [Training](#)
 - [References](#)

Edit recorded sound (02 20 20 04 55)

[ESCO description](#)

Title	Edit recorded sound
Description:	Arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/c2218533-3e2a-4f50-b4fd-afde71dcf442
ESCO version:	1.08

[In other languages](#)

Deutsch:	aufgezeichnete Klänge bearbeiten (Bearbeitung von Audioaufnahmen mithilfe einer Reihe von
Nederlands:	opgenomen geluid bewerken (Geluidsmateriaal bewerken door gebruik te maken van een vers
Italiano:	modificare i suoni registrati (Modificare riprese audio avvalendosi di una serie di software, stru

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

In the context of TeBeVAT, this refers only to preparing sound files/tracks for cueing.

[Structure](#)

Field and subfield:	02 20
Place in the process:	20
Level:	04
Unique identifier:	55

Sectoral detail

Skills

- Transfer source material to the editing platform
- Choose the takes
- Reorganise the material
- Follow procedures for backup and hard copy
- Communicate with the designer

Knowledge

- Basic sound editing techniques
- Simple sound editing software
- Intentions of the sound designer

Autonomy / Attitude

- Respect for the artistic concept/process
 - Sense of methodology
 - Able to cooperate
 - Respect of the timeline
 - Respect for the team
-

Assessment

Self assessment

1. I don't know how to arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.
2. I am uncertain how to arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.
3. I know how to arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.
4. I am more than able to arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.

Mentor assessment

1. ... doesn't know how to arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.
2. ... is uncertain how to arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.
3. ... knows how to arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.
4. ... is more than able to arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive.
 - [Structured Portfolio](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5a) View, check and provide image, sound and data content, observe entertainment law regulations, Know the differences in the content (e.g. file formats, resolutions, sound channels, aspect ratios), Check and adjust the content, Take into account basic data protection and copyright requirements – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1: Voert de preproductie uit. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 20 20 05 Basic editing - Page 86

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 - [Training](#)
 - [References](#)

Maintain electrical equipment (11 20 60 04 10)

[ESCO description](#)

Title

Maintain electrical equipment

Description:

Test electrical equipment for malfunctions. Take safety measures, company guidelines and legislation concerning electrical equipment into account. Clean, repair and replace parts and connections as required.

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/386774ac-fe5b-431a-b485-9aec0bf5c09e>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

elektrische Ausrüstung instand halten (Prüfung elektrischer Geräte auf Defekte. Beachtung v

Nederlands:

elektrische apparatuur onderhouden (Elektrische apparatuur testen op storingen. Veiligheidsr indien nodig.)

Italiano:

effettuare la manutenzione delle attrezzature elettriche (Testare le attrezzature elettriche pe parti e i raccordi necessari.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

Scope Note

In some Member States, occupational health and safety regulations apply. These dictate special competences and relate to local regulations and standards.

Structure

Field and subfield:	11 20
Place in the process:	60
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Check the electrical functioning and find errors
- Replace electrical parts
- Repair cables and connections
- Read electrical schemes
- Work according to manufacturer's instructions
- Document results

Knowledge

- Knowledge of electrics
- Measuring technics
- Proper working procedures
- Regulations

Autonomy / Attitude

- Safety awareness
-

Assessment

Self assessment

1. I don't know how to test electrical equipment for malfunctions. take safety measures, company guidelines and legislation concerning electrical equipment into account. clean, repair and replace parts and connections as required.
2. I am uncertain how to test electrical equipment for malfunctions. take safety measures, company guidelines and legislation concerning electrical equipment into account. clean, repair and replace parts and connections as required.
3. I know how to test electrical equipment for malfunctions. take safety measures, company guidelines and legislation concerning electrical equipment into account. clean, repair and replace parts and connections as required.
4. I am more than able to test electrical equipment for malfunctions. take safety measures, company guidelines and legislation concerning electrical equipment into account. clean, repair and replace parts and connections as required.

Mentor assessment

1. ... doesn't know how to test electrical equipment for malfunctions. take safety measures, company guidelines and legislation concerning electrical equipment into account. clean, repair and replace parts and connections as required.
 2. ... is uncertain how to test electrical equipment for malfunctions. take safety measures, company guidelines and legislation concerning electrical equipment into account. clean, repair and replace parts and connections as required.
 3. ... knows how to test electrical equipment for malfunctions. take safety measures, company guidelines and legislation concerning electrical equipment into account. clean, repair and replace parts and connections as required.
 4. ... is more than able to test electrical equipment for malfunctions. take safety measures, company guidelines and legislation concerning electrical equipment into account. clean, repair and replace parts and connections as required.
-

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

It is necessary that training is done on electrical equipment that is used in different situations and environments.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3d) Carry out measurements on electrical devices, in particular: determine and assess protective conductor and insulation resistance as well as protective conductor and contact current, Determine inspection intervals, Physically describe the quantities to be measured, Specify measuring steps, Only use measuring devices that are suitable for the intended purpose, Know limit and target values, Classify and evaluate measurement results – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3e) Isolate faults in devices, system parts, components, remedy them by replacing faulty units and initiate measures for repair, Evaluate user documentation and manufacturer specifications, Limit errors, Identify faulty units (e.g. power supply units), Determine necessary personnel qualifications and protective measures for repairs, Carry out or arrange for repairs, Check the result of the measures – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 01 00 60 02 Check, maintain and repair conventional lighting equipment - Page 35

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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Rig automated lights (01 30 20 04 20)

[ESCO description](#)

Title	Rig automated lights
Description:	Connect, try out, rig and de-rig automated lights and replace optical accessories.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/86dd4574-1e4f-4f36-938b-2c1c3c0f75a2
ESCO version:	1.08

[In other languages](#)

Deutsch:	automatische Oberlichter montieren (Montieren, Anschließen, Testen und Demontieren der automatische Oberlichter)
Nederlands:	automatische lichten monteren (Automatische lichten monteren, aansluiten, uitproberen en demontieren)
Italiano:	installare luci automatizzate (Installare, connettere, provare e disattivare luci automatiche, con accessori)

[Development notes](#)

Status: **In final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	01 30
Place in the process:	20
Level:	04
Unique identifier:	20

Sectoral detail

Skills

- Read the light plot and documentation
- Collect the planned equipment
- Handle equipment with care
- Fix and secure equipment according to programmed focusing direction
- Connect fixtures or accessories to electrical system
- Connect fixtures or accessories to control system
- Address fixtures or accessories
- Check operation
- Place gobo's, filters, shutters, and other optical accessories in automated fixtures
- Fit up automated accessories for conventional fixtures
- De-rig equipment after use according to written documents
- Store the equipment properly

Knowledge

- Understand drawings, symbols and scales
- Handling procedures for automated lights
- Different types of cables and connectors
- addressing procedures

Autonomy / Attitude

- safety awareness
-

Assessment

Self assessment

1. I don't know how to connect, try out, rig and de-rig automated lights and replace optical accessories.
2. I am uncertain how to connect, try out, rig and de-rig automated lights and replace optical accessories.
3. I know how to connect, try out, rig and de-rig automated lights and replace optical accessories.
4. I am more than able to connect, try out, rig and de-rig automated lights and replace optical accessories.

Mentor assessment

1. ... doesn't know how to connect, try out, rig and de-rig automated lights and replace optical accessories.
2. ... is uncertain know how to connect, try out, rig and de-rig automated lights and replace optical accessories.
3. ... knows how to connect, try out, rig and de-rig automated lights and replace optical accessories.
4. ... is more than able to connect, try out, rig and de-rig automated lights and replace optical accessories.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Oral Test](#) (knowledge)
 - [Written Test - Open Answers](#) (knowledge)
-

Training

Trainees should practice setting up different automated lights (types/manufacturers) in different situations on site or in a simulated environment.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4c) Plan lighting systems taking into account the spatial requirements at the event location and lighting concepts, in particular: determine lighting positions and determine lighting

instrument, accessory and dimmer specifications, Check the integration of existing lighting equipment (lighting instruments, dimmers, lighting control desks), Specify lighting devices and positions, taking into account mounting options, radiating properties and focussing options – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5b) Light scenes, configure and set up lighting desks, carry out lighting rehearsals, Apply and patch complex lighting instruments in the desk – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W5: Levert lichtinstallatie werkend op. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Build scaffolding (04 50 20 03 10)

ESCO description

Title	Build scaffolding
Description :	Assemble scaffolding structures. Set vertical standards on the base plate. Ensure the scaffolding scaffolding decks into the transoms. Set stairs and ladders.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/91991706-cd8e-4795-9784-715fc0250c8d
ESCO version :	1.08

In other languages

German:	Gerüst bauen (Aufbau temporärer Gerüste für Bau- und Instandhaltungsarbeiten oder zu Verarbeiten von Gerüstböden aus Holz oder Metall in die Querträger, Ausrichten der Gerüstböden. Sicheres
Nederlands:	steiger bouwen (Het monteren van tijdelijke steigers voor de bouw, het onderhoud of de evenen dwarskrachten en voldoende wordt ondersteund. Houten of metalen steigervloeren op de dwarst gemakkelijk te manoeuvreren.)
Italiano:	costruire i ponteggi (Montare le impalcature temporanee per scopi di costruzione, manutenzione sufficiente. Collocare gli impalcati dei ponteggi di legno o metallo nelle travi per stare in piedi e as

Development notes

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield :	04 50
Place in the process :	20

Level : 03
Unique identify: 10

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / Attitude

- ...
-

Assessment

Self assessment

1. I don't know how to assemble scaffolding structures. set vertical standards on the base plate. ensure the scaffolding structure is secured and supported. place scaffolding decks into the transoms. set stairs and ladders.
2. I am uncertain how to assemble scaffolding structures. set vertical standards on the base plate. ensure the scaffolding structure is secured and supported. place scaffolding decks into the transoms. set stairs and ladders.
3. I know how to assemble scaffolding structures. set vertical standards on the base plate. ensure the scaffolding structure is secured and supported. place scaffolding decks into the transoms. set stairs and ladders.
4. I am more than able to assemble scaffolding structures. set vertical standards on the base plate. ensure the scaffolding structure is secured and supported. place scaffolding decks into the transoms. set stairs and ladders.

Mentor assessment

1. ... doesn't know how to assemble scaffolding structures. set vertical standards on the base plate. ensure the scaffolding structure is secured and supported. place scaffolding decks into the transoms. set stairs and ladders.
2. ... is uncertain how to assemble scaffolding structures. set vertical standards on the base plate. ensure the scaffolding structure is secured and supported. place scaffolding decks into the transoms. set stairs and ladders.
3. ... knows how to assemble scaffolding structures. set vertical standards on the base plate. ensure the scaffolding structure is secured and supported. place scaffolding decks into the transoms. set stairs and ladders.
4. ... is more than able to assemble scaffolding structures. set vertical standards on the base plate. ensure the scaffolding structure is secured and supported. place scaffolding decks into the transoms. set stairs and ladders.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Post Box Exercise](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test Multiple Choice](#)

- [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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- [Perform quality control of design during a run \(70 58 40 04 10\)](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Perform quality control of design during a run (70 58 40 04 10)

[ESCO description](#)

Title	Perform quality control of design during a run
Description:	Control and ensure the quality of design results during a run.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/3a1c546d-914a-46e4-a7c1-47d43646fedd
ESCO version:	1.08

[In other languages](#)

Deutsch:	Qualitätskontrolle von Konstruktionen während eines Durchlaufs durchführen (Kontrolle
Nederlands:	kwaliteitscontrole van een ontwerp uitvoeren tijdens een proefrun (Controleren en waarbo
Italiano:	controllare la qualità di un progetto con una prova (Controllare e garantire la qualità dei risul

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

The english term "run-through" = rehearsal situation is meant here.

[Structure](#)

Field and subfield:	70 58
Place in the process:	40
Level:	04
Unique identifier:	10

Sectoral detail

Skills

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

Knowledge

- The design concept
- Techniques and various technical solutions

Autonomy / attitude

- Patience
 - Respect for the team
-

Assessment

Self assessment

1. I don't know how to control and ensure the quality of design results during a run.
2. I am uncertain how to control and ensure the quality of design results during a run.
3. I know how to control and ensure the quality of design results during a run.
4. I am more than able to control and ensure the quality of design results during a run.

Mentor assessment

1. ... doesn't know how to control and ensure the quality of design results during a run.
2. ... is uncertain how to control and ensure the quality of design results during a run.
3. ... knows how to control and ensure the quality of design results during a run.
4. ... is more than able to control and ensure the quality of design results during a run.

Acceptable assessment methods

- [Role play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
-

Training

Experience on site is the key to understanding the processes and skills.

References

- TTT/LPT - 30 10 40 01 Quality control of design results during a run

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- [Maintain stage equipment for horizontal movement \(03 00 60 04 10\)](#)
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 - [Mentor assessment](#)
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 - [Training](#)
 - [References](#)

Maintain stage equipment for horizontal movement (03 00 60 04 10)

[ESCO description](#)

Title

maintain stage equipment for horizontal movement

Description:

Execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.

Scope note:

n.a.

Concept URI:

<http://data.europa.eu/esco/skill/60678870-f0c5-470d-87af-a17eee609827>

ESCO version:

1.08

[In other languages](#)

Deutsch:

Bühnentechnik für horizontale Kulissenbewegung instand halten (Instandhalten von elek

Nederlands:

podiumuitrusting voor horizontale beweging onderhouden (Onderhoudswerkzaamheden

Italiano:

effettuare la manutenzione delle attrezzature di scena per il movimento orizzontale (Es

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

In some Member States, special qualifications in regard to knowledge of health and safety competences and other regulations may apply.

Structure

Field and subfield:	03 00
Place in the process:	60
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Check the electrical functioning and find errors
- Read electrical schemes
- Test the functionality
- Replace electrical parts
- Repair connections
- Check the mechanical functioning
- Clean mechanical parts and lubricate them
- Replace mechanical parts
- Read manuals

Knowledge

- Knowledge of electrics
- Knowledge of mechanics
- Knowledge of regulations
- Working procedures

Autonomy / Attitude

- Respect for the equipment
 - Work ergonomically
 - Accuracy
 - Sense of methodology
-

Assessment

Self assessment

1. I don't know how to execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.
2. I am uncertain how to execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.
3. I know how to execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.
4. I am more than able to execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.

Mentor assessment

1. ... doesn't know how to execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.
 2. ... is uncertain how to execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.
 3. ... knows how to execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.
 4. ... is more than able to execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.
-

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
 - Supportive:
 - [Criterion Based Interview](#)
-

Training

Training must be done on site(s) using different control systems and equipment under guidance of certified specialists. Further training could be done at a manufacturer or supplier of equipment for specific types of equipment.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3c) Maintain devices, system parts, components, tools and other work equipment, Research maintenance intervals (e.g. according to manufacturer's specifications), Determine maintenance content, Recognize the need for maintenance, Determine and carry out maintenance steps according to operational requirements, Take measures to maintain value – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 20 60 01 Check, maintain and repair stage equipment for horizontal movement - Page 109

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Operate stage movement control system (03 00 40 04 10)

[ESCO description](#)

Title

Operate stage movement control system

Description:

Command control systems for stage movement, e.g. flying mechanisms. Use manual or electric systems.

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/50deacaa-7789-407d-afc0-b217a39fc7a8>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

Steuerungssysteme von Drehbühnen bedienen (Bedienung der Steuerungssysteme für Drehbühnen)

Nederlands:

controlesystemen voor verplaatsingen op het podium bedienen (Bedieningssystemen voor verplaatsingen op het podium)

Italiano:

utilizzare un sistema di controllo dei movimenti sul palco (Gestire sistemi di controllo per il movimento sul palco)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

Scope Note:

This refers to simple, mechanized system (see: [03 20 40 05 10](#)). Depending on the installation, in some European countries, this competence requires specific skills and knowledge not included in the general education of an event technology specialist. Performer flying requires specific competences and is subject to strict regulations.

Structure

Field and subfield:	03 00
Place in the process:	40
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Ensure visibility
- Define and set travel limits
- Handle travel and speed parameters
- Run cues independently as well as under instruction
- Communicate changes to relevant people
- Reset cues on instruction
- React to unexpected situations
- Act on faults and problems during operation

Knowledge

- Knowledge of control systems
- Manufacturer's instructions
- Operational procedures of control systems
- Error fixing procedures

Autonomy / Attitude

- Safety awareness
 - Awareness of raised levels of risk
 - Respect for safety warnings and instructions
 - Able to follow instructions and procedures
-

Assessment

Self assessment

1. I don't know how to command control systems for stage movement, e.g. flying mechanisms. use manual or electric systems.
2. I am uncertain how to command control systems for stage movement, e.g. flying mechanisms. use manual or electric systems.
3. I know how to command control systems for stage movement, e.g. flying mechanisms. use manual or electric systems.
4. I am more than able to command control systems for stage movement, e.g. flying mechanisms. use manual or electric systems.

Mentor assessment

1. ... doesn't know how to command control systems for stage movement, e.g. flying mechanisms. use manual or electric systems.
2. ... is uncertain how to command control systems for stage movement, e.g. flying mechanisms. use manual or electric systems.
3. ... knows how to command control systems for stage movement, e.g. flying mechanisms. use manual or electric systems.
4. ... is more than able to command control systems for stage movement, e.g. flying mechanisms. use manual or electric systems.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
-

- [Observation on Site](#)
 - [Criterion Based Interview](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training must be done on site(s) using different control systems and equipment under guidance of certified specialists.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6c) Execute event performances and presentations, Operate technical equipment in a live environment and use them flexibly depending on the situation – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P2-K1: Regelt de techniek tijdens de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 04 00 30 01 Operate a basic control system for movement - Page 112

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Prevent technical problems with scenic elements (03 00 20 04 30)

[ESCO description](#)

Title	Prevent technical problems with scenic elements
Description:	Anticipate possible technical problems with scenic elements.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/aaebfccf-664c-4888-9d72-1cf75128bfab
ESCO version:	1.08

[In other languages](#)

Deutsch:	technischen Problemen an Elementen des Bühnenbildes vorbeugen (Antizipieren möglich)
Nederlands:	technische problemen bij decorelementen voorkomen (Anticiperen op mogelijke technische)
Italiano:	prevenire i problemi tecnici degli elementi scenici (Anticipare eventuali problemi tecnici deg

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References

[Sectoral layer](#)

[Structure](#)

Field and subfield:	03 00
Place in the process:	20
Level:	04
Unique identifier:	30

Sectoral detail

Skills

- Check the functioning of the set elements
- Detect changes in the functioning of scenic elements
- Take preventative action
- Update documentation

Knowledge

- Basic knowledge of scenic construction and assembly

Autonomy / Attitude

- Being proactive
 - Able to act on own initiative
 - Safety awareness
-

Assessment

Self assessment

1. I don't know how to anticipate possible technical problems with scenic elements.
2. I am uncertain how to anticipate possible technical problems with scenic elements.
3. I know how to anticipate possible technical problems with scenic elements.
4. I am more than able to anticipate possible technical problems with scenic elements.

Mentor assessment

1. ... doesn't know how to anticipate possible technical problems with scenic elements.
2. ... is uncertain how to anticipate possible technical problems with scenic elements.
3. ... knows how to anticipate possible technical problems with scenic elements.
4. ... is more than able to anticipate possible technical problems with scenic elements.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

These competences must be trained either on site or in a fitting simulated environment using common equipment and scenic elements. Candidates need to gain experience with different technical problems with different scenic elements.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6d) Recognize technical errors and deviations, develop solutions and implement them in coordination with the parties involved, Detect deviations from planning – BIBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 00 03 Foresee and prevent technical problems with scenic elements - Page 96

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Record music (02 20 20 04 30)

ESCO description

Title	Record music
Description:	Register a sound or musical performance in a studio or live environment. Use the appropriate equipment to capture the sounds with optimal fidelity.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/cc7b37ef-9a91-4d16-ba55-138208c20502
ESCO version:	1.08

In other languages

Deutsch:	Musik aufnehmen (Aufzeichnen einer Klangperformance oder musikalischen Darbietung in einer Studio- oder Live-Umgebung.)
Nederlands:	muziek opnemen (Opnemen van een geluids- of muziekoptreden in een studio of live-omgeving.)
Italiano:	registrare musica (Registrare un'esibizione sonora o musicale in uno studio o in un ambiente da concerto.)

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

In the context of TeBeVAT, recording is limited to the use of sound files in the performance and not as a final result on its own.

Structure

Field and subfield:	02 20
Place in the process:	20
Level:	04
Unique identifier:	30

Sectoral detail

Skills

- Set the controls to ensure an optimal recording
- Organise the order of the takes to different tracks
- Test recording levels and interpret the meters correctly
- Document the takes
- Follow procedures for backup and hard copy
- Locate, detect and solve problems
- Solve minor acoustic problems

Knowledge

- Recording techniques
- Characteristics and use of different microphones
- Structure of a sound system
- User level troubleshooting of equipment
- Acoustic properties of different surface materials and how to use them in recording

Autonomy / Attitude

- Awareness of risks related to sound levels
 - Respect for the artistic concept/process
 - Sense of methodology
 - Able to cooperate
 - Respect of the timeline
 - Respect for the team
-

Assessment

Self assessment

1. I don't know how to register a sound or musical performance in a studio or live environment. Use the appropriate equipment and your professional judgment to capture the sounds with optimal fidelity.
2. I am uncertain how to register a sound or musical performance in a studio or live environment. Use the appropriate equipment and your professional judgment to capture the sounds with optimal fidelity.
3. I know how to register a sound or musical performance in a studio or live environment. Use the appropriate equipment and your professional judgment to capture the sounds with optimal fidelity.
4. I am more than able to register a sound or musical performance in a studio or live environment. Use the appropriate equipment and your professional judgment to capture the sounds with optimal fidelity.

Mentor assessment

1. ... doesn't know how to register a sound or musical performance in a studio or live environment. Use the appropriate equipment and your professional judgment to capture the sounds with optimal fidelity.
2. ... is uncertain how to register a sound or musical performance in a studio or live environment. Use the appropriate equipment and your professional judgment to capture the sounds with optimal fidelity.
3. ... knows how to register a sound or musical performance in a studio or live environment. Use the appropriate equipment and your professional judgment to capture the sounds with optimal fidelity.
4. ... is more than able to register a sound or musical performance in a studio or live environment. Use the appropriate equipment and your professional judgment to capture the sounds with optimal fidelity.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5a) View, check and provide image, sound and data content, observe entertainment law regulations, Know the differences in the content (e.g. file formats, resolutions, sound channels, aspect ratios), Check and adjust the content, Take into account basic data protection and copyright requirements – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1: Voert de preproductie uit. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
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Install lighting (01 00 20 04 29)

ESCO description

Title	Install lighting
Description:	Set up, connect and test lighting equipment in a live performance environment.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/6f8d750e-aba4-459c-b4d7-220bddff9f58
ESCO version:	1.08

In other languages

Deutsch:	Beleuchtungsanlagen installieren (Einrichtung, Anschluss und Prüfung von Beleuchtungsanlagen)
Nederlands:	verlichting installeren (Het opzetten, verbinden en testen van verlichtingsapparatuur voor een live performance)
Italiano:	installare l'illuminazione (Allestire, collegare e testare le apparecchiature di illuminazione in un ambiente di performance)

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

Scope note

In some Member States, special qualifications in regard to knowledge of health and safety competences and regulations may apply.

Structure

Field and subfield:	01 00
Place in the process:	20

Level:	04
Unique identifier:	29

Sectoral detail

Skills

- Read the light plot and documentation
- Collect the planned equipment
- Handle equipment with care
- Fix and secure equipment (according to standards)
- Fit up the accessories
- Pre-focus lighting instruments
- Connect carefully and efficiently
- Mount lighting instruments securely
- Check that the lighting instrument is operational
- Work safely when working on heights

Knowledge

- Understands drawings, symbols and scales
- Understands different types of equipment and the related accessories
- Understands different types of cables and connectors
- Understands different types of rigging methods and materials
- Understands safety requirements

Autonomy / Attitude

- Safety awareness
 - Awareness of raised levels of risk
 - Respect for the equipment
-

Assessment

Self assessment

1. I don't know how to set up, connect and test lighting equipment in a live performance environment.
2. I am uncertain how to set up, connect and test lighting equipment in a live performance environment.
3. I know how to set up, connect and test lighting equipment in a live performance environment.
4. I am more than able to set up, connect and test lighting equipment in a live performance environment.

Mentor assessment

1. ... doesn't know how to set up, connect and test lighting equipment in a live performance environment.
2. ... is uncertain how to set up, connect and test lighting equipment in a live performance environment.
3. ... knows how to set up, connect and test lighting equipment in a live performance environment.
4. ... is more than able to set up, connect and test lighting equipment in a live performance environment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training should take place on site or in a simulated environment. Trainees should have experience with different lighting instruments and accessories (type/manufacturer) and different cable connections and configurations. Knowledge of basic health & safety competences in the area of working with mobile electrical systems for live performance and events are mandatory.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3b) Select, connect and configure lighting instruments, lighting desks and additional devices, Differentiate between lighting instruments (e.g. floodlights, lens spotlights, PAR, profilers, moving lights, LED washers), Attach and set up accessories (e.g. iris diaphragms, filter holders, outdoor domes), Connect devices to one another and to dimmers using load and control cables – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5b) Light scenes, configure and set up lighting desks, carry out lighting rehearsals, Differentiate between lighting design approaches, Realize illuminance levels and colours, (e.g. light directions, 3-point lighting) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W5: Levert lichtinstallatie werkend op. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Counsel clients (90 10 00 05 15)

[ESCO description](#)

Title	counsel clients
Description:	Assist and guide clients to overcome their personal, social, or psychological issues.
Scope note:	
Concept URI:	http://data.europa.eu/esco/skill/ac6ff889-328b-46ea-a8ee-e196443b2447
ESCO version:	1.09

[In other languages](#)

Deutsch:

Kunden/Kundinnen beraten

Nederlands:

klanten begeleiden

Italiano:

offrire consulenza ai clienti

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

second read SKR

Sectoral layer

Structure

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	15

Sectoral detail

Skills

- Recognise people's personal, social, or psychological issues.
- Support people mentally in a goal-oriented way.
- Assist people during change process.

Knowledge

- Knowledge about fundamental psychological interrelation.
- Knowledge about motivation techniques.

Autonomy / attitude

- Aware of other's behavior
 - Able to solve complex issues
 - Patience
 - Able to act on own initiative
 - Sense of methodology
 - Concentration
 - Emotional intelligence
 - Open-minded
 - Motivated
 - Committed to self-development
 - Positive approach
 - Empathy
-

Assessment

Self assessment

1. I don't know how to assist and guide clients to overcome their personal, social, or psychological issues.
2. I am uncertain how to assist and guide clients to overcome their personal, social, or psychological issues.
3. I know how to assist and guide clients to overcome their personal, social, or psychological issues.
4. I am more than able to assist and guide clients to overcome their personal, social, or psychological issues.

Mentor assessment

1. ... doesn't know how to assist and guide clients to overcome their personal, social, or psychological issues.
2. ... is uncertain how to assist and guide clients to overcome their personal, social, or psychological issues.
3. ... knows how to assist and guide clients to overcome their personal, social, or psychological issues.
4. ... is more than able to assist and guide clients to overcome their personal, social, or psychological issues.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Structured Portfolio](#)
 - [Oral Examination](#)
-

Training

Training on the job under supervision or in small groups of students.

References

- [put references to other competence systems here]

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Provide documentation (03 10 10 04 30)

[ESCO description](#)

Title	Provide documentation
Description:	Prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/2636b3d3-843e-46a9-8b4c-a9d6ca3f5a2d
ESCO version:	1.08

[In other languages](#)

Deutsch:	Unterlagen zur Verfügung stellen (Erstellung und Verbreitung von Unterlagen, um sicherzustellen)
Nederlands:	documentatie leveren (Documentatie opstellen en verspreiden om ervoor te zorgen dat alle me)
Italiano:	fornire documentazione (Preparare e distribuire la documentazione per garantire che tutte le p

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	03 10
Place in the process:	10
Level:	04
Unique identifier:	30

Sectoral detail

Skills

- Collect all relevant information
- Check the accuracy of the information
- Ensure that the needed information is present
- Select the information needed by the receiver
- Create clear and understandable documents
- Present documents in a format that best suits the purpose
- Update documents regularly
- Ensure revision and version numbers are clear
- Distribute the documents to appropriate people and inform them of updates
- Store the documents safely and securely in an approved location

Knowledge

- Context of a document
- Methods for organizing the content
- Receivers needs
- Documentation process
- Documentation tools

Autonomy / Attitude

- Accuracy
-

Assessment

Self assessment

1. I don't know how to prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.
2. I am uncertain how to prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.
3. I know how to prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.
4. I am more than able to prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.

Mentor assessment

1. ... doesn't know how to prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.
2. ... is uncertain how to prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.
3. ... knows how to prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.
4. ... is more than able to prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.

Acceptable assessment methods

- [Post Box Exercise](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Candidates should gain experience by reading and creating different types of documents used in the industry.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.1e) Compile and provide accompanying documents, Specify the necessary documents (e.g. delivery notes, operating instructions, test certificates), Obtain and request documents, Prepare and summarize documents – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4i) Create technical documents for event technology systems – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 7.1b) Plan and coordinate project processes taking technical and organizational interfaces as well as variations in the planning into account – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
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Title (00 00 00 00 00)

[ESCO description](#)

Title	[put ESCO title in English her]
Description:	[put ESCO description in English here]
Scope note:	[put ESCO scope note here]
Concept URI:	[put IRL (bottom ESCO page) here, not URL!]
ESCO version:	1.08

[In other languages](#)

Deutsch:	[put title in German here] ([put description in German here])
Nederlands:	[put title in Dutch here] ([put description in Dutch here])
Italiano:	[put title in Italian here] ([put description in Italian here])

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	00 00
Place in the process:	00
Level:	00
Unique identifier:	00

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to
2. I am uncertain how to
3. I know how to
4. I am more than able to

Mentor assessment

1. ... doesn't know how to
2. ... is uncertain how to
3. ... knows how to
4. ... is more than able to

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test - Multiple Choice](#)
 - [Written Test - Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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Interact with actions on stage (03 10 40 04 22)

ESCO description

Title	Interact with actions on stage
Description:	Take cues from actions on the stage and interact with them. Take decisions on the exact timing and produce a fluid and consistent performance.
Scope note:	n.a.
Concept URI :	http://data.europa.eu/esco/skill/66b95837-7ad1-4acd-b2a0-fdf2e55323c4
ESCO version:	1.08

In other languages

Deutsch:	in die Bühnenhandlung eingreifen (Sammeln von Eindrücken aus der Bühnenhandlung und
Nederlands:	tussenkomen bij acties op het podium (Uw aanwijzingen voor acties op het podium opvolge
Italiano:	intervenire con azioni sul palco (Prendere spunto da quanto succede sul palcoscenico e inte

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

Structure

Field and subfield:	03 10
Place in the process:	40
Level:	04
Unique identify:	22

Sectoral detail

Skills

- Read the script or score
- Document your own cues
- Run cues on documentation
- Run called cues
- Act on visual or audio cues

Knowledge

- Understands cue documentation methods
- Understands cueing processes

Autonomy / Attitude

- Accuracy
-

Assessment

Self assessment

1. I don't know how to take cues from actions on the stage and interact with them or take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.
2. I am uncertain how to take cues from actions on the stage and interact with them or take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.
3. I know how to take cues from actions on the stage and interact with them or take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.
4. I am more than able to take cues from actions on the stage and interact with them or take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.

Mentor assessment

1. ... doesn't know how to take cues from actions on the stage and interact with them or take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.
2. ... is uncertain how to take cues from actions on the stage and interact with them or take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.
3. ... knows how to take cues from actions on the stage and interact with them or take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.
4. ... is more than able to take cues from actions on the stage and interact with them or take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Trainees should practice using different cueing processes in conjunction with different fields of technology with different situations on site or in a simulated environment.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5f) Rehearse scenes and scene changes, Rehearse lighting cues for individual scenes, Rehearse sound recordings for individual scenes, Rehearse media content for individual scenes, Rehearse scene changes, a vista scene changes and dangerous stage actions, Fine-tune with those involved and adjust transitions between scenes – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG

GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6c) Execute event performances and presentations: Operate technical equipment in a live environment and use them flexibly depending on the situation - BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P2-K1: Regelt de techniek tijdens de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Draw up lighting plan (01 00 10 04 20)

[ESCO description](#)

Title	Draw up a lighting plan
Description:	Create technical drawings and documentation within the lighting department.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/349167f7-faa9-423a-b054-9e4fa0978fd7
ESCO version:	1.08

[In other languages](#)

Deutsch:	Beleuchtungsplan erstellen (Erstellung technischer Zeichnungen und Dokumentation innerhalb des Beleuchtungsabteils)
Nederlands:	belichtingsplan opstellen (Technische tekeningen en documentatie maken binnen de verlichting afdeling)
Italiano:	redigere il piano per l'illuminazione (Creare i disegni tecnici e la documentazione nell'ambito dell'illuminazione)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

This refers to rather simple lighting applications and not those needing a "lighting designer" – very complex use of lighting that requires a specialist to plan.

[Structure](#)

Field and subfield:	01 00
Place in the process:	10
Level:	04
Unique identifier:	20

Sectoral detail

Skills

- Draw the symbols for fixtures and accessories on a layout/in a plan
- Document plots with patch, rig and equipment lists
- Work in scale
- Work with various digital drafting and visualization software

Knowledge

- Different types of fixtures, their symbols, properties and applications
- Line, symbol and layer systems for building and scenographic drawings
- Different types of drafting and visualization software
- Different types of locations and challenges in the stage environment

Autonomy / Attitude

- Accuracy
 - Respect for the artistic concept
 - Able to solve complex issues
 - Creative Thinking
 - Appreciates value of the design
 - Seeing through the eyes of the artist
-

Assessment

Self assessment

1. I don't know how to create technical drawings and documentation within the lighting department.
2. I am uncertain how to create technical drawings and documentation within the lighting department.
3. I know how to create technical drawings and documentation within the lighting department.
4. I am more than able to create technical drawings and documentation within the lighting department.

Mentor assessment

1. ... doesn't know how to create technical drawings and documentation within the lighting department.
2. ... is uncertain how to create technical drawings and documentation within the lighting department.
3. ... knows how to create technical drawings and documentation within the lighting department.
4. ... is more than able to create technical drawings and documentation within the lighting department.

Acceptable assessment methods

- [Post Box Exercise](#)
 - [Criterion Based Interview](#)
 - [Oral Test](#)
 - [Written Test - Open Answers](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training should include creating all forms of technical drawings and documentation used in live-performance, studio and event lighting. This includes lighting layout plans, cross sections and various schedules needed to provide technical and artistic information for the lighting crew.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.1c) Develop implementation concepts from a technical and design perspective and coordinate them with clients, Know technical and design options, Devise and explain
-

technical concepts, Create stage plans and technical riders – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1-W2: Ontwikkelt technisch plan voor de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [References](#)

Maintain automated lighting equipment (01 30 60 04 10)

[ESCO description](#)

Title	Plot lighting states with automated lights
Description:	Set up, check and repair automated lighting equipment and maintain its software.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/8e46491b-7ae4-4add-bb6f-b8854e73c914
ESCO version:	1.08

[In other languages](#)

Deutsch:	automatisierte Beleuchtungsanlagen instand halten (Einrichtung, Kontrolle und Reparatur)
Nederlands:	automatische belichting onderhouden (Het opzetten, controleren en herstellen van geautomatiseerde verlichting)
Italiano:	effettuare la manutenzione di attrezzature di illuminazione automatizzate (Impostare, controllare e riparare le apparecchiature di illuminazione automatizzate)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	01 30
Place in the process:	60
Level:	04
Unique identifier:	10

Sectoral detail

Some maintenance and repair require special qualifications that are different from country to country. In the case of regulations, these need to be respected.

Skills

- Work according to manufacturer's instructions
- Check the electrical and electronic functioning and find errors
- Replace electrical parts/repair connections
- Read electrical schemes
- Check connections and correct working of control signals
- Check the mechanical functioning of the fixture and find errors
- Check mechanical safety provisions
- Clean mechanical parts and lubricate
- Replace mechanical parts
- Work according to manufacturer's instructions
- Check the optical functioning
- Replace light bulbs
- Clean optics
- Adjust optics
- Document results

Knowledge

- Electrics and electronics
- Measuring devices and procedures
- Regulations
- Proper working procedures
- Basic knowledge of optics
- risks while working with discharge lamps

Autonomy / Attitude

- Safety awareness
-

Assessment

Self assessment

1. I don't know how to set up, check and repair automated lighting equipment and maintain its software.
2. I am uncertain how to set up, check and repair automated lighting equipment and maintain its software.
3. I know how to set up, check and repair automated lighting equipment and maintain its software.
4. I am more than able to set up, check and repair automated lighting equipment and maintain its software.

Mentor assessment

1. ... doesn't know how to set up, check and repair automated lighting equipment and maintain its software.
2. ... is uncertain how to set up, check and repair automated lighting equipment and maintain its software.
3. ... knows how to set up, check and repair automated lighting equipment and maintain its software.
4. ... is more than able to set up, check and repair automated lighting equipment and maintain its software.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Oral Test](#) (knowledge)
 - [Written Test - Open Answers](#) (knowledge)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3a) Accept devices, system parts, components, tools and other work equipment and check for damage or missing parts, Record documented losses, damage and defects, Check return deliveries and independently check for damage and missing parts (visual inspection), Document and pass on information regarding loss, damage and defects – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3b) Carry out a function check, find errors and defects, , Connect and test devices and system parts, Recognize errors and defects, Formulate a precise description of the fault – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3c) Maintain devices, system parts, components, tools and other work equipment; Research maintenance intervals (e.g. according to manufacturer's specifications); Determine maintenance content; Recognize the need for maintenance; Determine and carry out maintenance steps according to operational requirements; Take measures to maintain value – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3d) Carry out measurements on electrical devices, in particular: determine and assess protective conductor and insulation resistance as well as protective conductor and contact current; Determine inspection intervals, Physically describe the quantities to be measured; Specify measuring steps; Only use measuring devices that are suitable for the intended purpose, Know limit and target values; Classify and evaluate measurement results – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3e) Isolate faults in devices, system parts, components, remedy them by replacing faulty units and initiate measures for repair, Evaluate user documentation and manufacturer specifications, Limit errors, Identify faulty units (e.g. power supply units), Determine necessary personnel qualifications and protective measures for repairs, Carry out or arrange for repairs, Check the result of the measures – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3f) Create test reports, Know the need for protocols, Know the minimum content of the logs, Implement typical documentation, Document electrical tests, Document maintenance – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Follow ethical code of conduct in assessment situations (70 58 00 05 10)

[ESCO description](#)

Title

follow ethical code of conduct in assessment situations

Description:

Carry out interviews, tests, simulations and assessment of evidence of prior learning according to fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and con

Scope note:

[put ESCO scope note here]

Concept URI:<http://data.europa.eu/esco/skill/d56a2182-14e0-4319-ab2f-0133aa67672b>**ESCO version:**

1.1.0

[In other languages](#)

Deutsch:

ethischen Verhaltenskodex in Bewertungssituationen einhalten

Nederlands:

de ethische gedragscode volgen in het kader van beoordelingen

Italiano:

seguire il codice etico di condotta nelle situazioni di valutazione

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress skr

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#)

70 58

[Place in the process:](#)

00

[Level:](#)

05

Unique identifier:

10

Sectoral detail

Skills

- obey and apply accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations

Knowledge

- knowledge about accepted principles of right or wrong
- knowledge about ethical standards in assessment situations

Autonomy / attitude

- Sense of methodology
 - Emotional intelligence
-

Assessment

Self assessment

1. I don't know how to 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.
2. I am uncertain how to 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.
3. I know how to 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.
4. I am more than able to 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.

Mentor assessment

1. ... doesn't know how to 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.
2. ... is uncertain how to 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.
3. ... knows how to 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.
4. ... is more than able to 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.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
-

Training

Classroom lessons about ethical standards in combination with practical lessons about carrying out assessments situations.

References

- [put references to other competence systems here]

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Rig loads (15 20 00 03 10)

[ESCO description](#)

Title

Rig loads

Description:

"Attach and unattach loads. Account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. Communicate with the operator for safe

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/43ea53b0-65a8-4c23-a0ef-b95389e7548e>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

Ladungen takeln (Sicheres Anbringen von Ladungen an verschiedenen Arten von Haken und Belegungen sowie der Massenverteilung des Systems. Kommunikation mit dem Bediener durch Zuruf oder per

Nederlands:

lading vastmaken (Ladingen veilig bevestigen aan verschillende typen haken en bevestigingen, gewichtsverdeling van het systeem. Mondeling of via gebaren met de bediener communiceren om

Italiano:

movimentare il carico (Fissare carichi, in condizioni di sicurezza, a diversi tipi di ganci e disposizioni del sistema. Comunicare con l'operatore verbalmente o con gesti per garantire la sicurezza e l'efficienza)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

Scope Note:

In some Member States, occupational health and safety regulations apply. These dictate special competences and relate to local regulations and standards.

The load systems described here are *statically determinate systems*.

Excludes the building, using and hanging of the suspension constructions
The competence is limited to the physical placement of the equipment, not the electrical connections (which are dealt with in mobile electricity competence)

Structure

Field and subfield:	15 20
Place in the process:	00
Level:	03
Unique identifier:	10

Sectoral detail

Skills

- inspect the technical performance equipment visually for damage, wear and tear
- transport, place, move, stack and transport technical performance equipment and materials according to the needs during the fit up
- mount and rig technical performance equipment according to instructions and/or plans
- check that technical performance equipment and objects can move freely during different operations when needed
- immobilize technical performance equipment once in place
- secure technical performance equipment and accessories
- check that all technical performance equipment are secured according to safety procedures
- take action if something goes wrong
- report if something is not performed according to the agreed procedures.

Knowledge

- principles of mechanics
- recognise and checking technical performance equipment Suspension systems
- risks on stage

Autonomy / attitude

- safety awareness
 - awareness of others behaviour
 - attention to movements around you
-

Assessment

Self assessment

1. I don't know how to attach and unattach loads. account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. communicate with the operator for safety and efficiency.
2. I am uncertain how to attach and unattach loads. account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. communicate with the operator for safety and efficiency.
3. I know how to attach and unattach loads. account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. communicate with the operator for safety and efficiency.
4. I am more than able to attach and unattach loads. account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. communicate with the operator for safety and efficiency.

Mentor assessment

1. ... doesn't know how to attach and unattach loads. account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. communicate with the operator for safety and efficiency.
2. ... is uncertain how to attach and unattach loads. account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. communicate with the operator for safety and efficiency.

3. ... knows how to attach and unattach loads. account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. communicate with the operator for safety and efficiency.
4. ... is more than able to attach and unattach loads. account for weight, power, static and dynamic tolerances of materials and the system's mass distribution. communicate with the operator for safety and efficiency.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

It is necessary that routines in rigging loads in different situations and environments are performed. Different types of loads and devices should be included in the training.

References

- ETTE: Chapter 10.0 Fit up and rig performance equipment - 10-3 ETTE Teachers and Trainers manual v.01.00.EN.01.DEV
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4f) Plan stage, scene and trade fair setups taking into account design requirements as well as load-bearing capacities and stability while taking fire protection requirements into account at the event location, Formulate requirements for the weight bearing capacity of the installations (e.g. accessibility), Pay attention to design aspects, Take building material classes into account when selecting materials, Specify materials and components – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4h) Plan mechanical equipment, taking into account stability and load-bearing capacity at the event location, Determine the acceptable load limits of the suspension points taking into account dynamic influences, Select lifting devices according to the type of application – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: IG VW – Interessengemeinschaft der Veranstaltungswirtschaft (Community of Interest for the Event Industry) SQQ2: Sachkunde für Veranstaltungsrigging
- Germany: IG VW – Interessengemeinschaft der Veranstaltungswirtschaft (Community of Interest for the Event Industry) SQO2: Veranstaltungsrigging Organisation und Arbeitsverfahren
- Germany: DGUV Information 215-313 – Lasten über Personen - Sicherheit bei Veranstaltungen und Produktionen von Fernsehen, Hörfunk, Film, Theater, Messen, Veranstaltungen, März 2017
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W3: Plaatst en hangt licht-, geluids-, beeldapparatuur en (overige) materialen in. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Mark the information from the ground plans on the stage area (03 10 20 04 31)

[ESCO description](#)

Title

Mark the information from the ground plans on the stage area

Description:

Interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.

Scope note:

n.a.

Concept URI :<http://data.europa.eu/esco/skill/c8563d5d-9204-4337-870d-687b0d102972>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

Transfer information from the floor plan to the stage floor (interpretation of the drafts and

Nederlands:

indicate information from floor plans on stage (Interpret the designs and other landscape d

Italiano:

mark floor plan information on stage (Interpret blueprints and other stage drawings to clear

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

Structure[Field and subfield:](#)

03 10

[Place in the process:](#)

20

[Level:](#)

04

Sectoral detail

Skills

- Read and interpret ground plans
- Use scale rule
- Ensure the centre line and setting line are marked out on stage
- Mark the position of the lighting and scenery bars
- Mark the position of scenery on stage
- Mark the positions of masking as required including borders

Knowledge

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

Autonomy / Attitude

- Accuracy
 - Respect for the artistic concept
-

Assessment

Self assessment

1. I don't know how to interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.
2. I am uncertain how to interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.
3. I know how to interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.
4. I am more than able to interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.

Mentor assessment

1. ... doesn't know how to interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.
2. ... is uncertain how to interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.
3. ... knows how to interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.
4. ... is more than able to interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.

Acceptable assessment methods

Observation in a Simulated Environment

- [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

These competences must be trained either on site or in a fitting simulated environment using examples of different stage set-ups. Candidates need to gain experience with different planning documents with scenic elements.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2e) Measure and mark lengths, Know measuring units and conversion methods, Use measuring tools (e.g. folding rule, sliding caliper, tape measure, triangle), Use symbols and characters, Mark dimensions – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning P2-K1-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 20 03 Mark the information from the ground plans to the stage area - Page 102

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 - [Competences](#)
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 - [Training](#)
 - [References](#)

Use technical documentation (00 00 00 03 20)

ESCO description

Title:	use technical documentation
Description:	Understand and use technical documentation in the overall technical process.
Concept URI:	http://data.europa.eu/esco/skill/cffc3e97-e942-4b13-a2f3-0bf4910c06d3
ESCO version:	1.08

Scope note

Deutsch:	technische Dokumentationen verwenden (Verstehen und Verwenden technischer Dokumenta
Nederlands:	technische documentatie gebruiken (Begrijpen en gebruiken van technische documentatie in
Italiano:	utilizzare la documentazione tecnica (Comprendere e utilizzare la documentazione tecnica ne

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

Scope note:

This is about understanding and using project management documentation such as project timelines and human resource plans as well as sector specific documents such as technical riders, floor plans, section drawings,

lighting plans, lighting symbols, cue sheets, equipment lists, etc.. In a few cases, it is also about about creating documentation, which may require additional competences. The emphasis here is on understanding and using.

Structure

Field and subfield:	00 00 General - General
Place in the process:	00 Independent
Level:	03
Unique identifier:Unique identifier:	20

Sectoral detail

Skills

- Understand lines, symbols and layers in technical documentation
- Understand technical riders
- Work in a three-dimensional environment
- Calculate dimensions

Knowledge

- Drawing methods
- Symbols of technology in ones own field

Autonomy / attitude

- Accuracy
-

Assessment

Self assessment

1. I have never used technical documentation
2. I have difficulties to understand technical documentation
3. I use technical documentation for basic setups
4. I use complex technical documentation in complex productions

Mentor assessment

1. ... has never used technical documentation
2. ... has difficulties to understand technical documentation
3. ... uses technical documentation for basic setups
4. ... uses complex technical documentation in complex productions

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Role Play](#)
-

Training

Candidates should gain experience by working with different types of technical documentation for various production environments. These include project management documentation such as project timelines and human resource plans as well as sector specific documents such as technical riders, floor plans, section drawings, lighting plans, lighting symbols, cue sheets, equipment lists, etc..

References

- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 00 00 00 02 - Read and use technical documentation, Page 10
-

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.1e) Compile and provide accompanying documents – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2a) Implement lighting, sound, and audio-visual media plans as well as plans, drawings, and sketches for temporary structures, stages and production spaces – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6a) Implement schedules and cue sheets, in particular, operate lighting desks, sound mixing desks as well as stage and scenic equipment, using projections and sound takes – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 7.3a) Implement project schedules (Partial Competence: Evaluate planning documents) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

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Use Technical Documentation

(00 00 00 03 20)

[ESCO description](#)

Title

Use Technical Documentation

Description:

Know the correct settings or positions for your working instruments and adjust them appropriately use technical documentation in the overall technical process.

Scope note:

n.a.

Concept URI:

<http://data.europa.eu/esco/skill/cffc3e97-e942-4b13-a2f3-0bf4910c06d3>

ESCO version:

1.08

[In other languages](#)

Deutsch:

technische Dokumentationen verwenden (Verstehen und Verwenden technischer Dokumenten

Nederlands:

technische documentatie gebruiken (Begrijpen en gebruiken van technische documentatie i

Italiano:

utilizzare la documentazione tecnica (Comprendere e utilizzare la documentazione tecnica m

[Development notes](#)

Status: In progress / **second read** / finalised (date)

(The notes below will be removed at the end of the project)

Training / References

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	00 00
Place in the process:	00
Level:	03
Unique identifier:	20

Sectoral detail

Skills

- Understand lines, symbols and layers in technical documentation
- Understand technical riders
- Work in a three-dimensional environment
- Calculate dimensions

Knowledge

- Drawing methods
- Symbols of technology in ones own field

Autonomy / Attitude

- Accuracy
-

Assessment

Self assessment

1. I don't know how to understand and use of technical documentation in the overall technical process.
2. I am uncertain how to understand and use of technical documentation in the overall technical process.
3. I know how to understand and use of technical documentation in the overall technical process.
4. I am more than able to understand and use of technical documentation in the overall technical process.

Mentor assessment

1. ...doesn't don't know how to understand and use of technical documentation in the overall technical process.
2. ...is uncertain how to understand and use of technical documentation in the overall technical process.
3. ...knows how to understand and use of technical documentation in the overall technical process.
4. ...is more than able to understand and use of technical documentation in the overall technical process.

Acceptable assessment methods

- [Observation in simulated environment](#)
- [Observation on site](#)

Supportive:

- [Post Box Exercise](#)
-

Training

Drawing can help the candidate understand the principles behind technical documentation. Examples (i.e. Rigging plans, etc) can be used to illustrate the use of symbols.

References

- TTT_LPT 00 00 00 02 Read and use technical documentation – Level: 3
 - Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1-W2 Ontwikkelt technisch plan voor de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
-

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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Prevent technical problems with stage equipment (03 00 20 04 31)

[ESCO description](#)

Title	Prevent technical problems with stage equipment
Description:	Anticipate possible problems with mechanical and electromechanical stage equipment.
Scope note:	n.a.
Concept URI:	[put IRL (bottom ESCO page) here, not URL!]
ESCO version:	1.08

[In other languages](#)

Deutsch:	technischen Problemen an der Bühnenausstattung vorbeugen (Frühzeitige Erkennung von
Nederlands:	technische problemen bij podiummateriaal voorkomen (Speel in op mogelijke problemen m
Italiano:	prevenire i problemi tecnici delle attrezzature di scena (Prevedere eventuali problemi con a

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	03 00
Place in the process:	20
Level:	04

Sectoral detail

Skills

- Detect changes in the functioning of the equipment that indicate foreseeable problems
- Take preventive action
- Update documentation

Knowledge

- Knows and understands the technical documentation and the desired functioning of the equipment
- Knows and understands how to intervene in regard to each type of scenic elements

Autonomy / Attitude

- Being proactive
 - Able to act on own initiative
 - Safety awareness
-

Assessment

Self assessment

1. I don't know how to anticipate possible problems with mechanical and electromechanical stage equipment.
2. I am uncertain how to anticipate possible problems with mechanical and electromechanical stage equipment.
3. I know how to anticipate possible problems with mechanical and electromechanical stage equipment.
4. I am more than able to anticipate possible problems with mechanical and electromechanical stage equipment.

Mentor assessment

1. ... doesn't know how to anticipate possible problems with mechanical and electromechanical stage equipment.
2. ... is uncertain how to anticipate possible problems with mechanical and electromechanical stage equipment.
3. ... knows how to anticipate possible problems with mechanical and electromechanical stage equipment.
4. ... is more than able to anticipate possible problems with mechanical and electromechanical stage equipment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- Supportive:
- [Structured Portfolio](#)
- [Criterion Based Interview](#)

Training

These competences must be trained either on site or in a fitting simulated environment using common equipment and scenic elements. Candidates need to gain experience with different technical problems with different stage equipment and machinery.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6d) Recognize technical errors and deviations, develop solutions and implement them in coordination with the parties involved, Detect deviations from planning – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 00 02 Foresee and prevent technical problems with stage equipment - Page 95

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 - [Acceptable assessment methods](#)
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Perform technical sound check (02 00 20 04 11)

[ESCO description](#)

Title	Perform technical sound check
Description:	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.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/41ce355e-1cbe-46e4-a36b-e7eb6e108bee
ESCO version:	1.08

[In other languages](#)

Deutsch:	technischen Soundcheck durchführen (Vorbereitung und Durchführung technischer Soundchecks vor Proben oder Live-Shows. Überprüfung des Instrumentenaufbaus und Gewährleistung des ordnungsgemäßen Funktionierens der Audioausrüstung. Frühzeitige Erkennung möglicher technischer Probleme während einer Live-Show.)
Nederlands:	technische soundchecks uitvoeren (Een technische geluidscontrole voorbereiden en uitvoeren vóór repetities of live-voorstellingen. De opstelling van instrumenten controleren en zorgen voor de correcte werking van de audioapparatuur. Anticiperen op mogelijke technische problemen tijdens een live show.)
Italiano:	eseguire una verifica tecnica del suono (Preparare ed eseguire un controllo tecnico del suono prima delle prove o degli spettacoli dal vivo. Controllare la configurazione dello strumento e garantire il corretto funzionamento delle apparecchiature audio. Anticipare i possibili problemi tecnici durante uno spettacolo dal vivo.)

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

References?

Sectoral layer

This refers to a "line check".

Structure

Field and subfield:	02 00
Place in the process:	20
Level:	04
Unique identifier:	20

Sectoral detail

Skills

- Interpret the system layout
- Adjust the placement of the equipment
- Check the connections • secure cables
- Test the signals
- Test and prepare playback media
- Locate, detect and solve problems

Knowledge

- Understands documentation
- User level troubleshooting of sound equipment

Autonomy / Attitude

- Awareness of risks related to sound levels
 - Respect for the equipment
 - Able to deal with pressure and setbacks
-

Assessment

Self assessment

1. I don't know how to prepare and run a technical sound check before rehearsals or live shows, check instrument setup and ensure correct functioning of the audio equipment or anticipate possible technical problems during a live show.
 2. I am uncertain how to prepare and run a technical sound check before rehearsals or live shows, check instrument setup and ensure correct functioning of the audio equipment or anticipate possible technical problems during a live show.
 3. I know how to prepare and run a technical sound check before rehearsals or live shows, check instrument setup and ensure correct functioning of the audio equipment or anticipate possible technical problems during a live show.
 4. I am more than able to prepare and run a technical sound check before rehearsals or live shows, check instrument setup and ensure correct functioning of the audio equipment or anticipate possible technical problems during a live show.
-

Mentor assessment

1. ... doesn't know how to prepare and run a technical sound check before rehearsals or live shows, check instrument setup and ensure correct functioning of the audio equipment or anticipate possible technical problems during a live show.
2. ... is uncertain how to prepare and run a technical sound check before rehearsals or live shows, check instrument setup and ensure correct functioning of the audio equipment or anticipate possible technical problems during a live show.
3. ... knows how to prepare and run a technical sound check before rehearsals or live shows, check instrument setup and ensure correct functioning of the audio equipment or anticipate possible technical problems during a live show.
4. ... is more than able to prepare and run a technical sound check before rehearsals or live shows, check instrument setup and ensure correct functioning of the audio equipment or anticipate possible technical problems during a live show.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3e) Select, connect, configure and test microphones, mixers, signal processing devices and input devices, Select the microphone and installation location according to the application, Differentiate between consoles according to functional options (e.g. analog, digital, hybrid), Prepare the mixing consoles, Differentiate signal processing devices (e.g. equalizers, compressors, limiters, gates, de-essers, echo, Check the mode of operation as a whole (e.g. LineCheck) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 30 02 Prepare a sound check - Page 64
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Set up technical stage equipment (03 00 20 04 10)

[ESCO description](#)

Title

Set up technical stage equipment

Description:

Install mechanical and technical stage equipment. Test the installation to make sure everything is i

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/1bd159ef-68ad-4a6d-90c7-e1ba4b258c9d>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

technische Bühnenausrüstung einrichten (Mechanische und technische Bühnenausstattung

Nederlands:

technische podiumapparatuur opzetten (Mechanische en technische podiumapparatuur insta

Italiano:

installare le attrezzature tecniche di scena (Installare le attrezzature tecniche e meccaniche c

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

This does not apply to the "installation" of stationary stage machinery, but refers to using equipment that is already installed in a venue and ready for use or for temporary equipment required for a performance. It also refers to stage risers.

[Structure](#)

Field and subfield:

03 00

Place in the process:	20
Level:	03
Unique identifier:	10

[Sectoral detail](#)

[Skills](#)

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

[Knowledge](#)

- Basic knowledge of mechanics and technical equipment
- Knowledge of legislation and safety regulations
- Methods of installation

[Autonomy / Attitude](#)

- Awareness of raised level of risks
- Work ergonomically

[Assessment](#)

[Self assessment](#)

1. I don't know how to install mechanical and technical stage equipment. test the installation to make sure everything is in working order.
2. I am uncertain how to install mechanical and technical stage equipment. test the installation to make sure everything is in working order.
3. I know how to install mechanical and technical stage equipment. test the installation to make sure everything is in working order.
4. I am more than able to install mechanical and technical stage equipment. test the installation to make sure everything is in working order.

[Mentor assessment](#)

1. ... doesn't know how to install mechanical and technical stage equipment. test the installation to make sure everything is in working order.
2. ... is uncertain how to install mechanical and technical stage equipment. test the installation to make sure everything is in working order.
3. ... knows how to install mechanical and technical stage equipment. test the installation to make sure everything is in working order.
4. ... is more than able to install mechanical and technical stage equipment. test the installation to make sure everything is in working order.

[Acceptable assessment methods](#)

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

[Training](#)

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6a) Implement schedules and cuesheets, in particular, operate lighting desks, sound mixing desks as well as stage and scenic equipment, using projections and sound takes, Adjust settings depending on the situation, Ensure functionality – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1: Bereidt de podiumproductie technisch voor. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 20 01 Install and test technical stage equipment - Page 100

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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Organise resources for artistic production (70 51 10 03 30)

[ESCO description](#)

Title	Organise resources for artistic production
Description:	Coordinate resources within artistic productions, based on the given documentation, e.g. scripts
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/9b6a88df-d64d-4c06-ad01-dc23dc92632d
ESCO version:	1.08

[In other languages](#)

Deutsch:	Ressourcen für künstlerische Produktionen koordinieren (Koordinieren von Human-, Mater
Nederlands:	middelen voor artistieke producties organiseren (Coördineren van de personele, materiële e
Italiano:	organizzare le risorse per la produzione artistica (Coordinare le risorse umane, materiali e di

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

- A. Define the quantity of equipment based on plans and written documentation
- B. Provide equipment

[Structure](#)

[Field and subfield:](#) 70 51

Place in the process:	10
Level:	03
Unique identifier:	30

[Sectoral detail](#)

[Skills](#)

- Analyse documentation
- list the required equipment
- deal with in house stock
- deal with rental and vendor companies
- schedule deliveries
- propose alternatives
- check feasibility, deadlines, price and technical consequences

[Knowledge](#)

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

[Autonomy / attitude](#)

- Sense of methodology
 - Eye for cost-effectiveness
-

[Assessment](#)

[Self assessment](#)

1. I don't know how to coordinate resources within artistic productions, based on the given documentation e.g. scripts.
2. I am uncertain how to coordinate resources within artistic productions, based on the given documentation e.g. scripts.
3. I know how to coordinate resources within artistic productions, based on the given documentation e.g. scripts.
4. I am more than able to coordinate resources within artistic productions, based on the given documentation e.g. scripts.

[Mentor assessment](#)

1. ... doesn't know how to coordinate resources within artistic productions, based on the given documentation e.g. scripts.
2. ... is uncertain how to coordinate resources within artistic productions, based on the given documentation e.g. scripts.
3. ... knows how to coordinate resources within artistic productions, based on the given documentation e.g. scripts.
4. ... is more than able to coordinate resources within artistic productions, based on the given documentation e.g. scripts.

[Acceptable assessment methods](#)

- [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - Supportive
 - [Criterion Based Interview](#)
-

[Training](#)

Role play or Post Box Exercise with realistic scenarios including challenges in regard to specific equipment and possible alternatives.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.3b) Create technical schedules according to design and direction specifications, in particular: the coordination of personnel and the use of technical equipment, Recognize essential content of the process, Draw up time schedules and construction schedules, Define milestones and implementation deadlines, Plan and communicate working, break and rest times – BIBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 00 00 10 04 – Analyse documentation and organise resources, Page 14

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Operate sound live (02 10 40 04 10)

[ESCO description](#)

Title	Operate sound live
Description:	Handle sound system and audio devices during rehearsals or in a live situation.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/e8bae3fe-6d8d-457e-a20b-6f8eea4d5402
ESCO version:	1.08

[In other languages](#)

Deutsch:	Audiogeräte live bedienen (Bedienen des Soundsystems und der Audiogeräte bei Proben oder
Nederlands:	geluidssystemen live bedienen (Tijdens repetities of in een live situatie geluid- en audioappara
Italiano:	gestire il suono dal vivo (Gestione di impianti sonori e dispositivi audio durante le prove o in una

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	02 10
Place in the process:	40
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to handle sound system and audio devices during rehearsals or in a live situation.
2. I am uncertain how to handle sound system and audio devices during rehearsals or in a live situation.
3. I know how to handle sound system and audio devices during rehearsals or in a live situation.
4. I am more than able to handle sound system and audio devices during rehearsals or in a live situation.

Mentor assessment

1. ... knows how to handle sound system and audio devices during rehearsals or in a live situation.
2. ... is uncertain how to handle sound system and audio devices during rehearsals or in a live situation.
3. ... knows how to handle sound system and audio devices during rehearsals or in a live situation.
4. ... is more than able to handle sound system and audio devices during rehearsals or in a live situation.

Acceptable assessment methods

[remove methods not used]

- [Observation in simulated environment](#)
 - [Observation on site](#)
 - [Role play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
 - [Criterion based interview](#)
 - [Oral examination](#)
 - [Written test multiple choice](#)
 - [Written test open answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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- [Dismantle the rehearsal set \(12 00 30 03 20\)](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Dismantle the rehearsal set (12 00 30 03 20)

[ESCO description](#)

Title	Dismantle the rehearsal set
Description:	Take apart all prepared scenic elements after the rehearsal.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/b868a1b3-2056-423e-b60c-48e0a1892e8b
ESCO version:	1.08

[In other languages](#)

Deutsch:	Probebühne abbauen (Abbauen aller vorbereiteten Kulissen nach der Probe.)
Nederlands:	repetitiedecors demonteren (Alle voorbereide decorelementen uit elkaar halen na de repetitie.)
Italiano:	smontare il set di prova (Smontare dopo le prove tutti gli elementi scenici preparati.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	12 00
Place in the process:	30
Level:	03
Unique identifier:	20

Sectoral detail

Skills

- Strike temporary scenic elements
- Strike scenery to safe storage
- Organize rehearsal elements in storage

Knowledge

- Technical understanding of suitability of scenic elements for rehearsal
- Fixing temporary scenic elements
- Striking and storing temporary scenic elements

Autonomy / Attitude

- Creative thinking
-

Assessment

Self assessment

1. I don't know how to take apart all prepared scenic elements after the rehearsal.
2. I am uncertain how to take apart all prepared scenic elements after the rehearsal.
3. I know how to take apart all prepared scenic elements after the rehearsal.
4. I am more than able to take apart all prepared scenic elements after the rehearsal.

Mentor assessment

1. ... doesn't know how to take apart all prepared scenic elements after the rehearsal.
2. ... is uncertain how to take apart all prepared scenic elements after the rehearsal.
3. ... knows how to take apart all prepared scenic elements after the rehearsal.
4. ... is more than able to take apart all prepared scenic elements after the rehearsal.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Candidates need to gain experience through fitting up and dismantling different types of sets in different environments.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2!) Dismantle systems and structures, Implement specifications for disassembly, Pack equipment for transport – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 03 00 30 01 Fit up and strike the rehearsal set - Page 104

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Plan a recording (02 20 10 04 10)

[ESCO description](#)

Title	Plan a recording
Description:	Make the necessary arrangements to record music in a studio.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/cb3e9479-07b9-4a35-9732-28cf43c7f81
ESCO version:	1.08

[In other languages](#)

Deutsch:	eine Aufnahme planen (Treffen der notwendigen Vorkehrungen für Musikaufnahmen.)
Nederlands:	opnames plannen (Maken van de nodige afspraken om muziek op te nemen.)
Italiano:	pianificare una registrazione (Realizzare gli arrangiamenti necessari per registrare la musica.)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	02 20
Place in the process:	10
Level:	04
Unique identifier:	10

Sectoral detail

Skills

Plan equipment for recording

- Analyse the needs according to the artistic concept
- Ensure the acoustic properties of the space
- Define the equipment needed for the recording
- Choose the appropriate equipment to suit the recorded source
- Document the equipment set-up

Planning a time-schedule for a recording

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

Knowledge

Plan equipment for recording

- Different recording techniques
- Basics of acoustics
- Microphones and recording equipment

Planning a time-schedule for a recording

- Basics of time-planning
- Overall knowledge of the production time-schedule

Autonomy / Attitude

- ...
-

Assessment

Self assessment

1. I don't know how to make the necessary arrangements to record music in a studio.
2. I am uncertain how to make the necessary arrangements to record music in a studio.
3. I know how to make the necessary arrangements to record music in a studio.
4. I am more than able how to make the necessary arrangements to record music in a studio.

Mentor assessment

1. ... doesn't know how to make the necessary arrangements to record music in a studio.
2. ... is uncertain how to make the necessary arrangements to record music in a studio.
3. ... knows how to make the necessary arrangements to record music in a studio.
4. ... is more than able to make the necessary arrangements to record music in a studio.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

Contents

- [Assemble truss constructions \(04 60 20 03 20\)](#)
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Assemble truss constructions (04 60 20 03 20)

ESCO description

Title

Assemble truss constructions

Description :

Use trusses, metal structures that derive strength from their construction involving triangular shapes

Scope note :

n / A

Concept URI :<http://data.europa.eu/esco/skill/e73c5d59-5e54-4238-bd2a-9aded8083107>**ESCO version :**

1.08

In other languages

German:

Metallkonstruktionen mit Diagonalverstreben montieren (Montage fester Metallkonstruktionen mit Diagonalverstreben)

Nederlands:

spanten monteren (Voor het bouwen van podia gebruik maken van spanten, metalen structuren met diagonale versterking)

Italiano:

montare le strutture capriate (Utilizzare strutture capriate, strutture metalliche che traggono forza dalle diagonali)

Development notes

Status: **final read** / finalized (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

Scope note

The translations in ECO are not suitable for the sector. Generally the English term "truss" or "trussing" is used in the industry.

Structure

Field and subfield :

04 60

Place in the process :

20

Level :	03
Unique identify:	20

Sectoral detail

Skills

- Transport, place, move, stack truss and trussing materials according to the needs during the set up
- Inspect the truss elements visually for damage, wear and tear.
- Mount and truss elements according to instructions and/or plans.
- Take safety precautions when working at or below heights.
- Immobilize truss elements once in place.
- Check that all truss elements are secured according to safety procedures.
- Take action if something goes wrong or is unsafe.
- Report if something is not performed according to the agreed procedures.

Knowledge

- Principles of mechanics
- Identifying and checking truss systems
- Different truss systems and materials

Autonomy / Attitude

- Awareness of raised levels of risk
 - Awareness of risks related to sound levels
 - Attention to movements around you...
-

Assessment

Self assessment

1. I don't know how to use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.
2. I am uncertain how to use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.
3. I know how to use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.
4. I am more than able to use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.

Mentor assessment

1. ... doesn't know how to use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.
2. ... is uncertain how to use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.
3. ... knows how to use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.
4. ... is more than able to use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training must be done on site(s) using different equipment under guidance. Further training could be done at a manufacturer or supplier of equipment for specific types of use cases.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2i) Set up and secure components for supporting structures, in particular scaffolding and trusses as well as stage, grandstand, scene and exhibition setups, Select components from the material pool and carry out a visual inspection, Take differences in assembly requirements into account, Comply with the requirements for truss elements and connectors, Assess different truss systems, Comply with structural requirements – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1: Bereidt de podiumproductie technisch voor. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Maintain lighting equipment (01 00 60 04 10)

[ESCO description](#)

Title	Maintain lighting equipment
Description:	Check, maintain and repair electrical, mechanical and optical lighting elements.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/9f436e91-bc51-4d18-a3c7-17c1271e2ed0
ESCO version:	1.08

[In other languages](#)

Deutsch:	Beleuchtungs-ausrüstung instand halten (Überprüfen, Warten und Reparieren elektrischer, m
Nederlands:	verlichtingsapparatuur onderhouden (Controleren, onderhouden en repareren van elektrisch
Italiano:	effettuare la manutenzione di attrezzature di illuminazione (Verificare, effettuare la manut

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

In some Member States, special qualifications in regard to knowledge of health and safety competences and regulations may apply.

[Structure](#)

Field and subfield:	01 00
Place in the process:	60
Level:	04
Unique identifier:	10

Sectoral detail

Some maintenance and repair require special qualifications that are different from country to country. In the case of regulations, these need to be respected.

Skills

- Check the electrical and mechanical functions and find errors
- Read electrical schemes
- Work according to manufacturer's instructions
- Replace electrical parts
- Repair connections
- Check mechanical safety provisions
- Clean mechanical parts and lubricate them
- Replace mechanical parts
- Check the optical functioning
- Replace light bulbs
- Clean optics
- Tune optics
- Document results

Knowledge

- Electrics
- Measures devices and procedures
- Regulations
- Proper working procedures
- Basic knowledge of optics

Autonomy / Attitude

- Safety awareness
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to check, maintain and repair electrical, mechanical and optical lighting elements.
2. I am uncertain how to check, maintain and repair electrical, mechanical and optical lighting elements.
3. I know how to check, maintain and repair electrical, mechanical and optical lighting elements.
4. I am more than able to check, maintain and repair electrical, mechanical and optical lighting elements.

Mentor assessment

1. ... doesn't know how to check, maintain and repair electrical, mechanical and optical lighting elements.
2. ... is uncertain how to check, maintain and repair electrical, mechanical and optical lighting elements.
3. ... knows how to check, maintain and repair electrical, mechanical and optical lighting elements.
4. ... is more than able to check, maintain and repair electrical, mechanical and optical lighting elements.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Post Box Exercise](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Oral Test](#) (knowledge)
 - [Written Test - Open Answers](#) (knowledge)
-

Training

Trainees should practice on a variety of lighting equipment and accessories (types and manufacturers).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3a) Accept devices, system parts, components, tools and other work equipment and check for damage or missing parts, Record documented losses, damage and defects, Check return deliveries and independently check for damage and missing parts (visual inspection), Document and pass on information regarding loss, damage and defects – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3b) Carry out a function check, find errors and defects, , Connect and test devices and system parts, Recognize errors and defects, Formulate a precise description of the fault – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3c) Maintain devices, system parts, components, tools and other work equipment; Research maintenance intervals (e.g. according to manufacturer's specifications); Determine maintenance content; Recognize the need for maintenance; Determine and carry out maintenance steps according to operational requirements; Take measures to maintain value – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3d) Carry out measurements on electrical devices, in particular: determine and assess protective conductor and insulation resistance as well as protective conductor and contact current; Determine inspection intervals, Physically describe the quantities to be measured; Specify measuring steps; Only use measuring devices that are suitable for the intended purpose, Know limit and target values; Classify and evaluate measurement results – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3e) Isolate faults in devices, system parts, components, remedy them by replacing faulty units and initiate measures for repair, Evaluate user documentation and manufacturer specifications, Limit errors, Identify faulty units (e.g. power supply units), Determine necessary personnel qualifications and protective measures for repairs, Carry out or arrange for repairs, Check the result of the measures – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3f) Create test reports, Know the need for protocols, Know the minimum content of the logs, Implement typical documentation, Document electrical tests, Document maintenance – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Maintain rigging equipment (04 60 60 03 20)

[ESCO description](#)

Title	Maintain rigging equipment
Description :	Check rigging equipment before fitting up. Make small repairs if necessary.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/9512b694-a0a6-466c-838f-6d27bfd3ab83
ESCO version :	1.08

[In other languages](#)

German:	Takelage instand halten (Überprüfen der Takelage vor dem Anbringen, Ausbessern nach Bedarf)
Nederlands:	rigging onderhouden (Controleren van de rigging vóór montage, en zo nodig kleine reparaties uitvoeren)
Italiano:	effettuare la manutenzione delle strutture di sostegno (Verificare le strutture di sostegno prima di montare)

[Development notes](#)

Status: **final read** / finalized (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

This competence does not refer to maintenance certification through a specialist, but deals with regular visual inspection of the equipment in the workshop or warehouse. The translations in ESCO are not suitable.

[Structure](#)

Field and subfield :	04 60
Place in the process :	60

Level :	03
Unique identify:	20

Sectoral detail

Skills

- Clean the equipment
- Check the mechanical parts for wear and tear / use
- Inspect visually the equipment according to manufacturer's guidelines
- Check the electrical cables and connections
- Check all certification labelling
- Test the equipment
- Lubricate the equipment if necessary
- Repair defective equipment if possible or send to manufacturer if necessary
- Sort out equipment that can no longer be repaired
- Document defective equipment

Knowledge

- Types of equipment
- Types of equipment failure
- Certification schemes (labelling)

Autonomy / Attitude

- Safety awareness
 - Sense of methodology
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to check rigging equipment before fitting up. make small repairs if necessary.
2. I am uncertain how to check rigging equipment before fitting up. make small repairs if necessary.
3. I know how to check rigging equipment before fitting up. make small repairs if necessary.
4. I am more than able to check rigging equipment before fitting up. make small repairs if necessary.

Mentor assessment

1. ... doesn't know how to check rigging equipment before fitting up. make small repairs if necessary.
2. ... is uncertain how to check rigging equipment before fitting up. make small repairs if necessary.
3. ... knows how to check rigging equipment before fitting up. make small repairs if necessary.
4. ... is more than able to check rigging equipment before fitting up. make small repairs if necessary.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Candidates should gain experience using different equipment in different settings and venues.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3b) Carry out a function check, find errors and defects, Connect and test devices and system parts, Recognize errors and defects; Formulate a precise description of the fault – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3c) Maintain devices, system parts, components, tools and other work equipment, Research maintenance intervals (e.g. according to manufacturer's specifications), Determine maintenance content, Recognize the need for maintenance, Determine and carry out maintenance steps according to operational requirements, Take measures to maintain value – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3e) Isolate faults in devices, system parts, components, remedy them by replacing faulty units and initiate measures for repair, Evaluate user documentation and manufacturer specifications, Limit errors, Identify faulty units (e.g. power supply units), Determine necessary personnel qualifications and protective measures for repairs, Carry out or arrange for repairs, Check the result of the measures – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Operate dimmer equipment (01 00 20 04 28)

ESCO description

Title	Operate dimmer equipment
Description:	Set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/9318894b-206c-45fb-91f4-36bce8715481
ESCO version:	1.08

In other languages

Deutsch:	Helligkeitsregler bedienen (Einrichtung, Anschluss und Bedienung von Helligkeitsreglern (mit
Nederlands:	dimapparatuur bedienen (Dimmerapparatuur (met stekker en contactdoos) opzetten, verbind
Italiano:	utilizzare attrezzature con variatori di luminosità (Allestire, collegare e testare i variatori di l

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

In some Member States, special qualifications in regard to knowledge of health and safety competences and regulations may apply.

Structure

Field and subfield:	01 00
Place in the process:	20
Level:	04
Unique identifier:	28

Sectoral detail

Skills

- Measure power supply
- Connect dimmers to operational power
- Connect dimmers to control lines
- Address dimmers and set menu
- Switch dimmers to correct power system if necessary

Knowledge

- Different available power systems
- Different dimming and control systems

Autonomy / Attitude

- Safety awareness
 - Respect for the equipment
 - Respect for safety warnings and instructions
-

Assessment

Self assessment

1. I don't know how to set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.
2. I am uncertain how to set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.
3. I know how to set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.
4. I am more than able to set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.

Mentor assessment

1. ... doesn't know how to set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.
2. ... has difficulties setting up, connecting and operating dimmer equipment (with plug and socket) in a live performance environment.
3. ... knows how to set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.
4. ... is more than able to set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training should take place on site or in a simulated environment. Trainees should have experience with different dimmers (type/manufacturer) and different cable connections and configurations. Knowledge of basic health & safety competences in the area of working with mobile electrical systems for live performance and events are mandatory.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.4c) Plan lighting systems taking into account the spatial requirements at the event location and lighting concepts, in particular: determine lighting positions and determine lighting instrument, accessory and dimmer specifications, Plan dimmers and accessories – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W5: Levert lichtinstallatie werkend op SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Title (04 50 20 03 41) Attach roofing cover

[ESCO description](#)

Title	Attach roofing cover
Description:	Securely fasten a roofing cover to a temporary construction in order to keep rain and other weather
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/26792722-91b8-48ae-8138-21c3299aa9fd
ESCO version:	1.08

[In other languages](#)

Deutsch:	[put title in German here] ([put description in German here])
Nederlands:	[put title in Dutch here] ([put description in Dutch here])
Italiano:	[put title in Italian here] ([put description in Italian here])

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	04 50
Place in the process:	20
Level:	03
Unique identifier:	41

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. ... I don't know how to fasten a roofing cover securely to a temporary construction in order to keep rain and other weather influences out.
2. ... I am unsure how to fasten a roofing cover securely to a temporary construction in order to keep rain and other weather influences out.
3. ... I know how to fasten a roofing cover securely to a temporary construction in order to keep rain and other weather influences out.
4. ... I am more than able to fasten a roofing cover securely to a temporary construction in order to keep rain and other weather influences out.

Mentor assessment

1. ... doesn't know how to fasten a roofing cover securely to a temporary construction in order to keep rain and other weather influences out.
2. ... is unsure how to fasten a roofing cover securely to a temporary construction in order to keep rain and other weather influences out.
3. ... knows how to fasten a roofing cover securely to a temporary construction in order to keep rain and other weather influences out.
4. ... is more than able to fasten a roofing cover securely to a temporary construction in order to keep rain and other weather influences out.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
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-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]
-

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Prevent undesired changes to sound design (02 00 40 04 60)

[ESCO description](#)

Title

Prevent undesired changes to sound design

Description:

Adapt your maintenance of sound equipment to prevent undesired changes in the sound balance a production quality.

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/3551b8e4-5b45-4983-bfb3-e5bfc029352b>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

unerwünschte Änderungen des Sounddesigns verhindern (Anpassung der Wartung der So

Nederlands:

ongewenste veranderingen aan geluidsontwerpen voorkomen (Uw onderhoud van geluids

Italiano:

prevenire le modifiche indesiderate alla progettazione del suono (Adattare la manutenzion

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

This competence is focused on safeguarding the overall production quality.

Structure[Field and subfield:](#)

02 00

[Place in the process:](#)

40

[Level:](#)

04

Sectoral detail

Skills

- Check the sound system functions
- Regularly change the batteries before they run out
- Check the attachments of cables and connectors
- Regularly check the correct placement of sound equipment before each performance
- Regularly checks the quality of the playback formats (discs, tapes)
- Recognise changes in the audio quality of a sound mix or a recorded content
- Recognise changes in the sound system alignment
- React to changes with a respect to the sound design

Knowledge

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

Autonomy / Attitude

- Respect for the artistic concept/process
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.
2. I am uncertain how to adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.
3. I know how to adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.
4. I am more than able to adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.

Mentor assessment

1. ... doesn't know how to adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.
2. ... is uncertain how to adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.
3. ... knows how to adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.
4. ... is more than able to adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Practicing different set-ups and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6d) Recognize technical errors and deviations, develop solutions and implement them in coordination with the parties involved, Identify technical errors and failures, Detect deviations from planning, Determine solution alternatives, Select the solution with the participants, Ensure implementation of the solution – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 60 02 Preventive maintenance and Recognising maintenance needs according to the sound design
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Title (60 45 00 03 17) Ensure safety of mobile electrical systems

[ESCO description](#)

Title

Ensure safety of mobile electrical systems

Description:

Take the necessary precautions while providing temporary power distribution independently. Meas

Scope note:

This competence is limited to mobile, temporary installations with connectors. In some countries, w
degree or certificate.

Concept URI:

<http://data.europa.eu/esco/skill/39f55791-434d-4169-9a46-c000a2859a66>

ESCO version:

1.08

[In other languages](#)

Deutsch:

Sicherheit mobiler elektrischer Systeme gewährleisten

Nederlands:

veiligheid van mobiele elektrische systemen garanderen

Italiano:

garantire la sicurezza degli impianti elettrici mobili

[Development notes](#)

Status: **final read** // finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

Limited to being able to calculate mono-phase and connect three-phase.

In some Member States, occupational health and safety regulations apply. These dictate special competences and relate to local regulations and standards.

The power distribution systems described here are temporary systems, either connected to a permanent power supply or a generator.

Structure

Field and subfield:	60 45
Place in the process:	00
Level:	03
Unique identifier:	17

Sectoral detail

Skills

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

Knowledge

- basic electrical concepts and calculations
- electrical Risks
- protection against electrical risks
- cables and connections
- body protection
- eye and face protection
- knowledge of the permanent electrical system
- knows the need for the separate electrical zero for the different departments
- know electrical regulations and code of practice
- know the importance of a equipotential connections

Autonomy / attitude

- Awareness of raised levels of risk
-

Assessment

Self assessment

1. I don't know how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
2. I am uncertain how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
3. I know how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
4. I am more than able to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.

Mentor assessment

1. ... doesn't know how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
 2. ... is uncertain how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
 3. ... knows how to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
 4. ... is more than able to take the necessary precautions while providing temporary power distribution independently. measure and power up an installation.
-

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

It is necessary that routines in setting up power distribution systems in different situations and environments are performed. Different types of electrical loads and devices should be included in the training.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 2.2) Installation and dismantling of temporary electrical distribution systems – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 2.3) Testing temporary electrical distribution systems – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 2.4) Operating temporary electrical distribution systems – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1: Bereidt de podiumproductie technisch voor. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Set up stage decks (04 50 20 03 25)

ESCO description

Title	Set up stage decks
Description :	Set heavy-duty decks in place on top of stage scaffolding to serve as a secure space for performing activities. Lay out and secure the flooring planks if called for.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/0e2ff90d-a139-4acc-8945-514a91e1fb07
ESCO version :	1.08

In other languages

German:	Bühnenemporen aufbauen (Errichten von Emporen auf Bühnengerüsten, um für Aktivitäten der Bühnencrew einen sicheren Raum zu schaffen)
Nederlands:	podiumvloeren plaatsen (Laadvloeren opstellen op de bovenkant van de steiger als beveiligde werkruimte)
Italiano:	installare le piattaforme di scena (Sistemare le piattaforme di servizio pesanti in cima al ponteggio)

Development notes

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield :	04 50
Place in the process :	20
Level :	03
Unique identify :	25

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / Attitude

- ...
-

Assessment

Self assessment

1. ... [lowest level]
2. ...
3. ...
4. ... [highest level]

Mentor assessment

1. ... [lowest level]
2. ...
3. ...
4. ... [highest level]

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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show impartiality in an assessment situation (90 20 00 05 15)

[ESCO description](#)

Title

show impartiality in an assessment situation

Description:

Assess candidates based on objective criteria and methods according to a pre-defined standard or bias, to make or facilitate objective and transparent decisions.

Scope note:

[put ESCO scope note here]

Concept URI:<http://data.europa.eu/esco/skill/aa2a10db-ba2d-4e2c-a6e0-14848c64c10b>**ESCO version:**

1.1.0

[In other languages](#)

Deutsch:

Unvoreingenommenheit in einer Bewertungssituation zeigen

Nederlands:

onpartijdigheid tonen in een beoordelingssituatie

Italiano:

dimostrare imparzialità in una situazione di valutazione

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress SKR

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#)

90 20

[Place in the process:](#)

00

Level:	05
Unique identifier:	15

Sectoral detail

Skills

- 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

- 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

Autonomy / attitude

- Sense of methodology
 - Emotional intelligence
-

Assessment

Self assessment

1. I don't know how to 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.
2. I am uncertain how to 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.
3. I know how to 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.
4. I am more than able to 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.

Mentor assessment

1. ... doesn't know how to 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.
2. ... is uncertain how to 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.
3. ... knows how to 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.
4. ... is more than able to 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.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)

- [Role Play](#)
-

Training

Can be trained in simulated or real life environment with classroom lessons in advance.

References

- [put references to other competence systems here]

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Plan scaffolding (04 50 10 03 10)

ESCO description

Title	Plan scaffolding
Description :	Arrange the construction of the scaffolding based on the project, environment and available resources bearing properties to make a decision on the structure.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/db0e560b-15a7-4758-acca-088674461dff
ESCO version :	1.08

In other languages

German:	Gerüst planen (Planung des Baugerüsts auf der Grundlage der Projektart, der Umgebung und Erstellung angemessener und umfassender Anleitungen für den Aufbau des Baugerüsts.)
Nederlands:	steigers plannen (De bouw van de steiger plannen, op basis van de aard van het project, de omstandigheden en de te bouwen structuur. Passende en uitgebreide instructies ontwikkelen om de steigerconstructie te realiseren.)
Italiano:	progettare un ponteggio (Pianificare la costruzione del ponteggio in funzione della natura del progetto e dell'ambiente circostante. Elaborare istruzioni adeguate e complete per preparare la decisione sulla struttura della costruzione. Elaborare istruzioni adeguate e complete per preparare la costruzione.)

Development notes

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

Sectoral layer

Structure

Field and subfield :	04 50
Place in the process :	10
Level :	03
Unique identify:	10

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / Attitude

- ...
-

Assessment

Self assessment

1. I don't know how to arrange the construction of the scaffolding based on the project, environment and available resources. apply scaffolding standards and load bearing properties to make a decision on the structure.
2. I am uncertain how to arrange the construction of the scaffolding based on the project, environment and available resources. apply scaffolding standards and load bearing properties to make a decision on the structure.
3. I know how to arrange the construction of the scaffolding based on the project, environment and available resources. apply scaffolding standards and load bearing properties to make a decision on the structure.
4. I am more than able to arrange the construction of the scaffolding based on the project, environment and available resources. apply scaffolding standards and load bearing properties to make a decision on the structure.

Mentor assessment

1. ... doesn't know how to arrange the construction of the scaffolding based on the project, environment and available resources. apply scaffolding standards and load bearing properties to make a decision on the structure.
2. ... is uncertain how to arrange the construction of the scaffolding based on the project, environment and available resources. apply scaffolding standards and load bearing properties to make a decision on the structure.
3. ... knows how to arrange the construction of the scaffolding based on the project, environment and available resources. apply scaffolding standards and load bearing properties to make a decision on the structure.
4. ... is more than able to arrange the construction of the scaffolding based on the project, environment and available resources. apply scaffolding standards and load bearing properties to make a decision on the structure.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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- [Operate automated stage movement control system \(03 20 40 05 10\)](#)
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 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Operate automated stage movement control system (03 20 40 05 10)

[ESCO description](#)

Title

Operate automated stage movement control system

Description :

Handle an automated controlling system for stage movement and flying systems. Prepare and program synchronised movements.

Scope note :

n / A

Concept URI :<http://data.europa.eu/esco/skill/688e1fc3-cb58-4d56-85a0-97b84f37fb4a>**ESCO version :**

1.08

[In other languages](#)

German:

Kontrollsysteme für automatisierte Bühnentechnik bedienen (Bedienen eines Kontrollsystems)

Nederlands:

automatische controlesystemen voor verplaatsingen op het podium bedienen (Een geautomatiseerd systeem voor verplaatsingen op het podium bedienen.)

Italiano:

utilizzare un sistema di controllo dei movimenti automatici sul palco (Utilizzare un sistema di controllo dei movimenti automatici sul palco)

[Development notes](#)

Status: **In progress** / second read / finalized (date)

(The notes below will be removed at the end of the project)

Everything

[Sectoral layer](#)

This refers to complex, automated systems. In some European countries, this competence requires specific skills and knowledge not included in the general education of an event technology specialist.

[Structure](#)

Field and subfield :

03 20

Place in the process :	40
Level :	05
Unique identify:	10

[Sectoral detail](#)

[Skills](#)

- Ensure visibility
- Read performance documentation and understand written directions
- Respond to visual or audio cues run independently as well as under instruction
- Anticipate stage actions react accurately to unexpected situations
- Correct movements based on performance requirements
- Act on faults and problems during operation delivering consistent performance

[Knowledge](#)

- Operational procedures of control systems
- Error fixing procedures
- Awareness of artistic concept

[Autonomy / Attitude](#)

- Safety awareness
 - Awareness of raised levels of risk
 - Respect for safety warnings and instructions
 - Able to follow instructions and procedures
-

[Assessment](#)

[Self assessment](#)

1. I don't know how to handle an automated controlling system for stage movement and flying systems. prepare and program the system including multiple synchronised movements.
2. I am uncertain how to handle an automated controlling system for stage movement and flying systems. prepare and program the system including multiple synchronised movements.
3. I know how to handle an automated controlling system for stage movement and flying systems. prepare and program the system including multiple synchronised movements.
4. I am more than able to handle an automated controlling system for stage movement and flying systems. prepare and program the system including multiple synchronised movements.

[Mentor assessment](#)

1. ... doesn't know how to handle an automated controlling system for stage movement and flying systems. prepare and program the system including multiple synchronised movements.
2. ... is uncertain how to handle an automated controlling system for stage movement and flying systems. prepare and program the system including multiple synchronised movements.
3. ... knows how to handle an automated controlling system for stage movement and flying systems. prepare and program the system including multiple synchronised movements.
4. ... is more than able to handle an automated controlling system for stage movement and flying systems. prepare and program the system including multiple synchronised movements.

[Acceptable assessment methods](#)

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Post Box Exercise](#)
 - [Criterion Based Interview](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training must be done on site(s) using different control systems and equipment under guidance of certified specialists.

References

- TTT/LPT - 04 00 40 01 Operate a complex control system for movement during performance – Page 114

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- [Manage technical resources stock \(70 51 00 03 30\)](#)
 - [ESCO description](#)
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 - [Autonomy / attitude](#)
 - [Assessment](#)
 - [Self assessment](#)
 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Manage technical resources stock (70 51 00 03 30)

[ESCO description](#)

Title	Manage technical resources stock
Description:	"Oversee and monitor technical resources stock to ensure that production demands and deadlines
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/130f6043-6bb4-4f14-81b3-b34cdf6ea1f
ESCO version:	1.08

[In other languages](#)

Deutsch:	Vorrat an technischen Ressourcen verwalten (Vorrat an technischen Ressourcen verwalten u
Nederlands:	voorraad van technische middelen beheren (Voorraad van technische middelen beheren en r
Italiano:	gestire le scorte di risorse tecniche (Gestire e monitorare le scorte di risorse tecniche per gara

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

[References?](#)

[Sectoral layer](#)

[Structure](#)

Field and subfield:	70 51
Place in the process:	00
Level:	03
Unique identifier:	30

Sectoral detail

Skills

- Monitor stock levels
- Process the demands
- Propose alternatives
- Allocate resources
- Monitor deadlines
- Feedback to relevant departments
- Keep track of technical resources
- Keep quality record of technical resources
- Propose future purchasing

Knowledge

- Methods of record-keeping
- Relevant technical knowledge
- In-house stock
- Production schedules and deadlines

Autonomy / attitude

- Accuracy
-

Assessment

Self assessment

1. I don't know how to oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.
2. I am uncertain how to oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.
3. I know how to oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.
4. I am more than able to oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.

Mentor assessment

1. ... doesn't know how to oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.
2. ... is uncertain how to oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.
3. ... knows how to oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.
4. ... is more than able to oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Candidates should gain experience with different types of technical stock and resources in different production environments.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3g) Store and stock devices, system parts, components, tools, and work equipment, Prepare devices, system parts, components, tools, and other work equipment for storage, Use auxiliary and transport equipment for storage, Conduct storage according to operational requirements, Use warehouse management systems, Determine stocks, warehouse key figures (e.g. inventory, lists, messages) – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 70 51 00 03 Manage technical resources stock - Page 202

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- [Advise client on technical possibilities \(80 00 10 04 10\)](#)
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 - [Acceptable assessment methods](#)
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 - [References](#)

Advise client on technical possibilities (80 00 10 04 10)

[ESCO description](#)

Title

Advise client on technical possibilities

Description:

Recommend technical solutions, including systems, to the client within the framework of a project.

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/7b3abd38-61ae-42a4-88bb-0884784f9ee1>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

Kunden/Kundinnen über technische Möglichkeiten beraten

(Empfehlen technischer Lösungen, einschließlich Systemen, für Kunden im Rahmen eines Projekts)

Nederlands:

klant raad geven over technische mogelijkheden (In het kader van een project technische opties)

Italiano:

offrire consulenza a clienti sulle possibilità tecniche (Raccomandare soluzioni tecniche, con

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

"Client" in this case can also be a designer, director or another member of the design team.

[Structure](#)**Field and subfield:**

80 00

Place in the process:	10
Level:	04
Unique identifier:	10

[Sectoral detail](#)

[Skills](#)

- analyse context within the production
- use expertise of the available technical solutions
- advise solutions
- explain consequences

[Knowledge](#)

- equipment / technical solutions

[Autonomy / attitude](#)

- Problem-solving approach
 - Respect for the artistic concept/process
-

[Assessment](#)

[Self assessment](#)

1. I don't know how to apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.
2. I am uncertain how to apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.
3. I know how to apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.
4. I am more than able to apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.

[Mentor assessment](#)

1. ... doesn't know how to apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.
2. ... is uncertain how to apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.
3. ... knows how to apply one's expertise of technical systems to advise the client about the possibility or specifics of a project
4. ... is more than able to apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.

[Acceptable assessment methods](#)

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

[Training](#)

Role playing is a good method for training, using different situations and venues while switching roles.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 4.1b) Check the technical implementation possibilities of requirements for feasibility and develop them with the stakeholders, Define the technical feasibility, Assess the technical implementation effort, Recognize difficulties and offer solutions – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1-W2: Ontwikkelt technisch plan voor de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Self assessment](#)
 - [Mentor assessment](#)
 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Mix live images (05 10 40 05 20)

[ESCO description](#)

Title	Mix live images
Description :	Follow video streams of a live event and mix them together using specialised equipment and software.
Scope note :	n.a.
Concept URI :	http://data.europa.eu/esco/skill/bb979b3b-8292-409f-8c27-b17e13bab8bb
ESCO version :	1.08

[In other languages](#)

Deutsch:	Live-Bilder mischen (Verfolgen verschiedener Videoaufnahmen einer Live-Veranstaltung und M
Nederlands:	rechtstreekse beelden mixen (Verschillende videostreams van een live-evenement volgen en z
Italiano:	combinare immagini in diretta (Seguire diversi flussi di video di un evento dal vivo e mixarli tra

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

In the TeBeVAT context, this competence is understood in the level 4: a simple video mixing console in a live performance situation. The ESCO definition can also be misunderstood: **Streaming** media is multimedia streamed to an end-user – Live **streaming** is media broadcast in real-time to an end-user. The proper term would be video **content**.

Structure

Field and subfield:	05 10
Place in the process:	40
Level:	05
Unique identifier:	20

Sectoral detail

Skills

- Read performance documentation and understand written directions
- Respond to visual or audio cues
- Run cues
- Anticipate stage actions
- React accurately to unexpected situations
- Correct outputs based on performance requirements

Knowledge

- Understands the operation of a video boards/consoles
- Understands the operation of content sources and devices

Autonomy / Attitude

- Being able to act on own initiative
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to follow video streams of a live event and mix them together using specialised equipment and software.
2. I am uncertain how to follow video streams of a live event and mix them together using specialised equipment and software.
3. I know how to follow video streams of a live event and mix them together using specialised equipment and software.
4. I am more than able to follow video streams of a live event and mix them together using specialised equipment and software.

Mentor assessment

1. ... doesn't know how to follow video streams of a live event and mix them together using specialised equipment and software.
2. ... is uncertain how to follow video streams of a live event and mix them together using specialised equipment and software.
3. ... knows how to follow video streams of a live event and mix them together using specialised equipment and software.
4. ... is more than able to follow video streams of a live event and mix them together using specialised equipment and software.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

It is necessary that routines in mixing live images in different situations and environments are performed. Different content sources and devices should be trained.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6a) Implement schedules and cuesheets, in particular, operate lighting desks, sound mixing desks as well as stage and scenic equipment, using projections and sound takes, Adjust settings depending on the situation; Ensure functionality, Monitor scene changes – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W4: Bedient beeldtechniek tijdens de uitvoering van de podiumproductie. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Training](#)
 - [References](#)

Plot lighting states with automated lights (01 30 20 05 50)

[ESCO description](#)

Title

Plot lighting states with automated lights

Description:

Technically manipulate light boards for automated lights. Set up and try out lighting states with auto

Scope note:

n.a.

Concept URI:<http://data.europa.eu/esco/skill/917a2511-aef4-4342-9a3d-023a93912b22>**ESCO version:**

1.08

[In other languages](#)

Deutsch:

Beleuchtung mit automatischen Scheinwerfern planen (Technische Bedienung von Lichtp

Nederlands:

status van belichting met automatische lichten plannen (Het technisch manipuleren van lic

Italiano:

definire gli stadi di luminosità con luci automatiche (Manipolare tecnicamente i pannelli lur

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

Structure

Field and subfield:	01 30
Place in the process:	20
Level:	05
Unique identifier:	50

Sectoral detail

Skills

- Organise soft patch, universes and network
- Define colour pallets and positions
- Program groups
- Check correct functioning
- Bring up circuits and positions on request
- Program cues and times based on documentation as well as instruction
- Program invisible changes between cues
- Program effects
- Follow procedures for backup and hard copy
- Run during rehearsal independently as well as under instruction
- Add change and delete cues
- Adjust lighting states
- Mark changes to the script / cue sheet
- Reset cues on instruction

Knowledge

- Understand the functions of the light board
- Understand the procedures for programming
- Methods for adapting recorded lighting states

Autonomy / Attitude

- Patience
 - Accuracy
 - Respect for the artistic concept/process
-

Assessment

Self assessment

1. I don't know how to technically manipulate light boards for automated lights or set up and try out lighting states with automated lights.
2. I am uncertain how to technically manipulate light boards for automated lights or set up and try out lighting states with automated lights.
3. I know how to technically manipulate light boards for automated lights or set up and try out lighting states with automated lights.
4. I am more than able to technically manipulate light boards for automated lights or set up and try out lighting states with automated lights.

Mentor assessment

1. ... doesn't know how to technically manipulate light boards for automated lights or set up and try out lighting states with automated lights.
2. ... is uncertain how to technically manipulate light boards for automated lights or set up and try out lighting states with automated lights.
3. ... knows how to technically manipulate light boards for automated lights or set up and try out lighting states with automated lights.
4. ... is more than able to technically manipulate light boards for automated lights or set up and try out lighting states with automated lights.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Trainees should practice setting up and programming different automated lighting boards/consols (types/manufacturers) on site or in a simulated environment.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3.b) Select, connect and configure lighting instruments, lighting desks and additional devices, Programm lighting instruments and lighting desks, – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Acceptable assessment methods](#)
 - [Training](#)
 - [References](#)

Maintain dimmer equipment (01 00 60 04 11)

[ESCO description](#)

Title

Maintain dimmer equipment

Description:

Check and operate dimmer equipment. Take the appropriate steps if the equipment is defective, or contact a specialised repair service.

Scope note:

n.a.

Concept URI:

<http://data.europa.eu/esco/skill/cbb6c71e-7c4a-4f1d-8d6f-de9cc4f55abc>

ESCO version:

1.08

[In other languages](#)

Deutsch:

Helligkeitsregler instand halten (Prüfen und Bedienen von Helligkeitsreglern. Ergreifen geeigneter Maßnahmen bei Defekten.)

Nederlands:

dimapparatuur onderhouden (Controleren en bedienen van dimapparatuur. De nodige maatregelen nemen bij storingen.)

Italiano:

effettuare la manutenzione dei variatori di luminosità (Controllare e utilizzare i variatori di luminosità.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope note](#)

Some maintenance and repair require special qualifications that are different from country to country. In the case of regulations, these need to be respected.

Structure

Field and subfield:	01 00
Place in the process:	60
Level:	04
Unique identifier:	11

Sectoral detail

Skills

- Work according to manufacturer's instructions
- Clean dimmer equipment
- Check dimmer equipment
- Repair electrical connections
- Replace the printed circuits and electrical parts

Knowledge

- Cleaning methods
- Basic electrical and electronic circuits

Autonomy / Attitude

- Safety awareness
-

Assessment

Self assessment

1. I don't know how to check and operate dimmer equipment nor do I know how to take the appropriate steps if the equipment is defective. I don't know how to correct the defect myself or forward it to a specialised repair service.
2. I am uncertain how to check and operate dimmer equipment and to take the appropriate steps if the equipment is defective. I have difficulties correcting the defect myself or forwarding it to a specialised repair service.
3. I know how to check and operate dimmer equipment and I am able to take the appropriate steps if the equipment is defective. I know how to correct the defect myself or forwarding it to a specialised repair service.
4. I am more than able to check and operate dimmer equipment and to take the appropriate steps if the equipment is defective. I am more than able to correct the defect myself or forward it to a specialised repair service.

Mentor assessment

1. ... doesn't know how to check and operate dimmer equipment nor does he/ she know how to take the appropriate steps if the equipment is defective. ... is not able to correct the defect himself /herself or forward it to a specialised repair service.
2. ... is uncertain how to check and operate dimmer equipment and to take the appropriate steps if the equipment is defective. ... has difficulties correcting the defect himself /herself or forwarding it to a specialised repair service.
3. ... knows how to check and operate dimmer equipment and how to take the appropriate steps if the equipment is defective. ... knows how to correct the defect himself /herself or forwarding it to a specialised repair service.
4. ... is more than able to check and operate dimmer equipment and to take the appropriate steps if the equipment is defective. ... is more than able to correct the defect himself /herself or forward it to a specialised repair service.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
-

- [Structured Portfolio](#)
 - [Oral Test](#) (knowledge)
 - [Written Test - Open Answers](#) (knowledge)
-

Training

Trainees should practice on a variety of lighting equipment and accessories (types and manufacturers).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3a) Accept devices, system parts, components, tools and other work equipment and check for damage or missing parts, Record documented losses, damage and defects, Check return deliveries and independently check for damage and missing parts (visual inspection), Document and pass on information regarding loss, damage and defects – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3b) Carry out a function check, find errors and defects, , Connect and test devices and system parts, Recognize errors and defects, Formulate a precise description of the fault – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3c) Maintain devices, system parts, components, tools and other work equipment; Research maintenance intervals (e.g. according to manufacturer's specifications); Determine maintenance content; Recognize the need for maintenance; Determine and carry out maintenance steps according to operational requirements; Take measures to maintain value – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3d) Carry out measurements on electrical devices, in particular: determine and assess protective conductor and insulation resistance as well as protective conductor and contact current; Determine inspection intervals, Physically describe the quantities to be measured; Specify measuring steps; Only use measuring devices that are suitable for the intended purpose, Know limit and target values; Classify and evaluate measurement results – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3e) Isolate faults in devices, system parts, components, remedy them by replacing faulty units and initiate measures for repair, Evaluate user documentation and manufacturer specifications, Limit errors, Identify faulty units (e.g. power supply units), Determine necessary personnel qualifications and protective measures for repairs, Carry out or arrange for repairs, Check the result of the measures – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3f) Create test reports, Know the need for protocols, Know the minimum content of the logs, Implement typical documentation, Document electrical tests, Document maintenance – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Assist clients with special needs (70 22 00 05 45)

[ESCO description](#)

Title

Assist clients with special needs

Description:

Aid clients with special needs following relevant guidelines and special standards. Recognise their needs.

Scope note:

n.a.

Concept URI:

<http://data.europa.eu/esco/skill/b6b2e665-1085-4f4d-9973-e979721815d7>

ESCO version:

1.09

[In other languages](#)

Deutsch:

Kundinnen und Kunden mit speziellen Anforderungen unterstützen

Nederlands:

klanten met bijzondere behoeften assisteren

Italiano:

assistere i clienti con esigenze particolari

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

second read SKR

Sectoral layer

Structure

Field and subfield:	70 22
Place in the process:	00
Level:	05
Unique identifier:	45

Sectoral detail

Skills

- Recognise individual's special needs
- Prepare the the client's surrounding according to relevant guidelines and special standards
- Organise additional support if necessary

Knowledge

- Basic knowledge of mental and physical diseases
- Knowledge about relevant guidelines and special standards

Autonomy / Attitude

- 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
-

Assessment

Self assessment

1. I don't know how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
2. I am uncertain how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
3. I know how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
4. I am more than able to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.

Mentor assessment

1. ... doesn't know how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
 2. ... is uncertain how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
 3. ... knows how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
 4. ... is more than able to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
-

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Structured Portfolio](#)
-

Training

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.

References

- [put references to other competence systems here]

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Monitor educational developments (70 11 00 05 45)

ESCO description

Title	monitor educational developments
Description:	Monitor the changes in educational policies, methodologies and research by reviewing relevant literature and institutions.
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/5de0599a-8fca-4cdd-a72d-f5d21af8eeb3
ESCO version:	1.1.0

In other languages

Deutsch:	Entwicklungen im Bildungswesen beobachten
Nederlands:	toezicht houden op onderwijsontwikkelingen
Italiano:	controllare gli sviluppi educativi

Development notes

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress SKR

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	70 11
Place in the process:	00
Level:	05
Unique identifier:	45

Sectoral detail

Skills

- note and recognise chances in the field of educational science

Knowledge

- knowledge about active and passive ways of recognising transformations in the field of educational science

Autonomy / attitude

- Sense of methodology
 - Preparedness for **LifeLong-Learning**
 - Committed to self-development
-

Assessment

Self assessment

1. I don't know how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.
2. I am uncertain how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.
3. I know how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.
4. I am more than able to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.

Mentor assessment

1. ... doesn't know how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.
2. ... is uncertain how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.
3. ... knows how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.
4. ... is more than able to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
-

Training

Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.

References

- [put references to other competence systems here]

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Draw stage layouts digitally (03 00 10 04 11)

[ESCO description](#)

Title	Draw stage layouts digitally
Description:	Create and design stage settings and layouts using software like CAD.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/6b9c6280-cd0b-4462-885e-da63fe5918ea
ESCO version:	1.08

[In other languages](#)

Deutsch:	Bühnenausstattung digital zeichnen (Zeichnen und Gestalten der Bühnenausstattung mithilfe v
Nederlands:	podiumindelingen digitaal uittekenen (Uittekenen en ontwerpen van de decors en indelingen m
Italiano:	disegnare digitalmente le disposizioni delle scene (Disegnare e progettare le impostazioni e le

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

ToDo

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	03 00
Place in the process:	10
Level:	04
Unique identifier:	11

Sectoral detail

Skills

- ...

Knowledge

- ...
- ...

Autonomy / attitude

- ...
-

Assessment

Self assessment

1. I don't know how to create and design stage settings and layouts using software like cad.
2. I am uncertain how to create and design stage settings and layouts using software like cad.
3. I know how to create and design stage settings and layouts using software like cad.
4. I am more than able to create and design stage settings and layouts using software like cad.

Mentor assessment

1. ... doesn't know create and design stage settings and layouts using software like cad.
2. ... is uncertain how to create and design stage settings and layouts using software like cad.
3. ... knows how to create and design stage settings and layouts using software like cad.
4. ... is more than able to create and design stage settings and layouts using software like cad.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test Multiple Choice](#)
 - [Written Test Open Answers](#)
-

Training

[put tips, good practices, requirements, ... for training this competence here]

References

- [put references to other competence systems here]

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Maintain theatre sets (12 20 60 04 10)

[ESCO description](#)

Title	Maintain theatre sets
Description:	Install, check, maintain and repair stages and sets.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/de652c63-dc56-41fa-aa16-444bee79ab33
ESCO version:	1.08

[In other languages](#)

Deutsch:	Bühnenbilder instand halten (Installation, Kontrolle, Wartung und Reparatur von Bühnen und B
Nederlands:	theaterdecors onderhouden (Theaterpodia en -decors installeren, controleren, onderhouden en
Italiano:	effettuare la manutenzione dei set del teatro (Installare, controllare, mantenere e riparare pal

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Scope Note:](#)

This competence refers only to: checking, cleaning, touch up and maintaining scenic elements.

[Structure](#)

Field and subfield:	12 20
Place in the process:	60
Level:	04

Unique identifier:

10

Sectoral detail

Skills

- check scenic elements
- clean and touch up scenic elements if necessary
- maintain scenic elements if necessary
- repair scenic elements if necessary
- test the functionality

Knowledge

- scenic painting and construction methods
- scenic materials

Autonomy / attitude

- quality awareness
 - respect for the artistic concept/process
-

Assessment

Self assessment

1. I don't know how to install, check, maintain and repair stages and sets.
2. I am uncertain how to install, check, maintain and repair stages and sets.
3. I know how to install, check, maintain and repair stages and sets.
4. I am more than able to install, check, maintain and repair stages and sets.

Mentor assessment

1. ... doesn't know how to install, check, maintain and repair stages and sets.
2. ... is uncertain how to install, check, maintain and repair stages and sets.
3. ... knows how to install, check, maintain and repair stages and sets.
4. ... is more than able to install, check, maintain and repair stages and sets.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Practicing with different scenic elements and different applications (events, theatre, live-music...).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2 - 1.2m) Control, assemble, adapt and disassemble, Hand over devices, system parts, components and other work equipment, and document loss, damage, or defects, Check the equipment for missing parts and damage – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.1a) Accept work assignments and define procedures for your own area of work – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG

GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W8: Houdt PET-apparatuur en -materialen operationeel Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Monitor the quality of delivered goods (70 51 00 20 40)

[ESCO description](#)

Title	Monitor the quality of delivered goods
Description:	"Receive and accept items from suppliers or productions and ensure they meet technical and safety standards."
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/f3ff2fee-879c-4112-9002-d2df984fcbb0
ESCO version:	1.08

[In other languages](#)

Deutsch:	für die visuellen Qualitäten der Kulissen sorgen (Überprüfung und Umgestaltung von Bühnenkulissen)
Nederlands:	visuele kwaliteit van het decor garanderen (Inspecteren en wijzigen van het decor en de kleding)
Italiano:	garantire la qualità visiva del set (Ispezionare e modificare il paesaggio e l'arredamento del set)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	70 51
Place in the process:	00
Level:	20
Unique identifier:	40

Sectoral detail

Skills

- check for possible damage
- check the quantities against the documentation
- ensure items comply with documentation
- mark and label following the organisational procedures
- ensure items get in stock
- check items against specifications
- test against safety regulations if required
- check expected quality of used goods

Knowledge

- Organizational procedures
- technical knowledge of the equipment
- Specifications and functionality under normal conditions
- Specifications and functionality under specific conditions
- "Wear and tear" under normal conditions
- "Wear and tear" under specific conditions
- safety regulations
- testing procedures
- legislation

Autonomy / attitude

- Accuracy
-

Assessment

Self assessment

1. I don't know how to receive and accept items from suppliers or productions and ensure they meet technical and safety standards.
2. I am uncertain how to receive and accept items from suppliers or productions and ensure they meet technical and safety standards.
3. I know how to receive and accept items from suppliers or productions and ensure they meet technical and safety standards.
4. I am more than able to receive and accept items from suppliers or productions and ensure they meet technical and safety standards.

Mentor assessment

1. ... doesn't know how to receive and accept items from suppliers or productions and ensure they meet technical and safety standards.
2. ... is uncertain how to receive and accept items from suppliers or productions and ensure they meet technical and safety standards.
3. ... knows how to receive and accept items from suppliers or productions and ensure they meet technical and safety standards.
4. ... is more than able to receive and accept items from suppliers or productions and ensure they meet technical and safety standards.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Candidates should gain experience managing different types of stock and resources in different production environments.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.1c) Accept, commission and make available devices, system parts, components, tools and other work equipment according to specifications on time, Determine delivery dates, Check internal deliveries, Accept external deliveries, Compile and prepare technical and work equipment for rental or transport – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 70 51 00 05 Receiving and monitoring the quality of goods - Page 205

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Hang chain hoists (04 60 20 03 10)

[ESCO description](#)

Title	Hang chain hoists
Description :	Install and set up chain hoists in building constructions.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/348e4a08-d01b-4cd5-8370-d114a9e31df1
ESCO version :	1.08

[In other languages](#)

German:	Kettenzüge aufhängen (Anbringen von Kettenzügen beim Bau von Gebäuden.)
Nederlands:	kettingtakels ophangen (Kettingtakels in bouwwerken installeren.)
Italiano:	agganciare paranchi a catena (Installare paranchi a catena nella costruzione dell'edificio.)

[Development notes](#)

Status: **final read** / finalized (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

This competence refers to chain hoists used in the live performance and event industries (not building construction) and is limited to hanging hoists to fixed suspension points that are provided at the venue or theatre. Some member states require special certification due to health and safety regulations.

[Structure](#)

Field and subfield :	04 60
Place in the process :	20
Level :	03
Unique identify :	10

Sectoral detail

Skills

- Recognize and assemble the right equipment
- Choose the proper attachment equipment for the chain hoist
- Attach different types of hoist configurations to different types of suspension points according to regulations and guidelines
- Connect the chain hoist to the power supply
- Connect the chain hoist to the control system
- Ensure that the chain hoist can move freely
- Ensure that the chain hoist does not collide with other objects

Knowledge

- Different types of attachment material
- Different types of chain hoists and configurations
- Types of connections and control systems

Autonomy / Attitude

- Awareness of raised levels of risk
 - Sense of methodology
 - Accuracy
-

Assessment

Self assessment

1. I don't know how to install and set up chain hoists in building constructions.
2. I am uncertain how to install and set up chain hoists in building constructions.
3. I know how to install and set up chain hoists in building constructions.
4. I am more than able to install and set up chain hoists in building constructions.

Mentor assessment

1. ... doesn't know how to install and set up chain hoists in building constructions.
2. ... is uncertain how to install and set up chain hoists in building constructions.
3. ... knows how to install and set up chain hoists in building constructions.
4. ... is more than able to install and set up chain hoists in building constructions.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Candidates should gain experience with different types of chain hoists and configurations using different types of attachment material and suspension points. They should also have experience with different applications using chain hoists.

References

- Germany: IGWW - Interessengemeinschaft Veranstaltungswirtschaft, Industry Standards, SQQ2 – Qualification for Entertainment Rigging Experts, Qualification LEVEL 1 The expert for entertainment rigging LEVEL 1 has competences for basic operations. Those operations are, for example: mounting of transversal systems, handling of attachment gear, attachment of trusses and chain hoists, attachment of loads, handling

of chain hoists, attachment to fixed anchor points on trusses – downloadable: <https://www.igvw.org/standards-der-qualitaet/sqq2> last checked: 03.02.2022

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Install temporary audience accommodation (04 50 20 03 50)

[ESCO description](#)

Title	Install temporary audience accommodation
Description :	Place audience accommodation, fixing it into place with a scaffolding system if required.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/4c2a9b63-ecb5-4dd1-a91e-73f1385cf7c0
ESCO version :	1.08

[In other languages](#)

German:	temporäre Unterkünfte für das Publikum einrichten (Unterbringung des Publikums, gegeben)
Nederlands:	tijdelijke tribunes voor publiek optrekken (De huisvesting van het publiek tot stand brengen)
Italiano:	fissare la copertura di un tetto (Fissare in modo sicuro la copertura di un tetto su una costruzione)

[Development notes](#)

Status: **final read** / finalized (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield :	04 50
Place in the process :	20
Level :	03
Unique identify :	50

Sectoral detail

Skills

- Transport, place, move, stack and transport riser, platform or scaffolding materials according to the needs during the set up.
- Inspect the riser, platform or scaffolding materials visually for damage, wear and tear.
- Mount and rig temporary audience accommodations according to instructions and/or plans.
- Take safety precautions when working at or below heights.
- Secure riser, platform or scaffolding materials once in place.
- Check that all temporary audience accommodations is built according to safety procedures and manufacturers guidelines.
- Take action if something goes wrong or is unsafe.
- Report if something is not performed according to the agreed procedures.

Knowledge

- Basic knowledge about riser, platform or scaffolding materials
- Handling of riser, platform or scaffolding materials
- Methods of assembling riser, platform or scaffolding materials
- Basic knowledge of regulations of temporary audience accommodations
- Basic knowledge of temporary audience accommodations
- Basic knowledge of floor loading capacities
- Basic knowledge technical specifications of temporary audience accommodation

Autonomy / Attitude

- Safety awareness
 - Working ergonomically
 - Respect for safety warnings and instructions
-

Assessment

Self assessment

1. I don't know how to place audience accommodation, fixing it into place with a scaffolding system if required.
2. I am uncertain how to place audience accommodation, fixing it into place with a scaffolding system if required.
3. I know how to place audience accommodation, fixing it into place with a scaffolding system if required.
4. I am more than able to place audience accommodation, fixing it into place with a scaffolding system if required.

Mentor assessment

1. ... doesn't know how to place audience accommodation, fixing it into place with a scaffolding system if required.
2. ... is uncertain how to place audience accommodation, fixing it into place with a scaffolding system if required.
3. ... knows how to place audience accommodation, fixing it into place with a scaffolding system if required.
4. ... is more than able to place audience accommodation, fixing it into place with a scaffolding system if required.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training must be done on site(s) using different equipment under guidance. Further training could be done at a manufacturer or supplier of equipment for specific types of use cases.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2i) Set up and secure components for supporting structures, in particular scaffolding and trusses as well as stage, grandstand, scene and exhibition setups, Select components from the material pool and carry out a visual inspection, Take differences in assembly requirements into account, Comply with the requirements for truss elements and connectors, Assess different truss systems, Comply with structural requirements – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

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Use communication equipment (02 40 40 03 10)

ESCO description

Title	Use communication equipment
Description:	Set up, test and operate different types of communication equipment such as transmission equipment, telecommunications equipment.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/7373abdb-ee5a-4949-b4ae-dee60ab37914
ESCO version:	1.08

In other languages

Deutsch:	Kommunikationsausrüstung einsetzen (Einrichtung, Erprobung und Betrieb verschiedener Arten von Kommunikationstechnik)
Nederlands:	communicatiemateriaal gebruiken (Het opzetten, testen en bedienen van verschillende soorten communicatieapparatuur)
Italiano:	utilizzare le apparecchiature di comunicazione (Configurare, testare e utilizzare diversi tipi di apparecchiature di comunicazione)

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

In the context of TeBeVAT, this refers to using and installing communication equipment in a live performance environment.

Structure

Field and subfield:	02 40
Place in the process:	40
Level:	03
Unique identifier:	10

Sectoral detail

Skills

- Power up the equipment
- Testing the equipment
- Operate the equipment

Knowledge

- Knows how different communication systems work
- Knows standard communication procedures

Autonomy / attitude

- Respect for the team
 - Able to follow instructions and procedures
-

Assessment

Self assessment

1. I don't know how to set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.
2. I am uncertain how to set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.
3. I know how to set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.
4. I am more than able to set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.

Mentor assessment

1. ... doesn't know how to set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.
2. ... is uncertain how to set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.
3. ... knows how to set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.
4. ... is more than able to set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Candidates should be trained in procedures how to prioritize communication and have experience with different communication systems.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 6c) Execute event performances and presentations, Operate technical equipment in a live environment and use them flexibly depending on the situation – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W3: Bedient geluidstechniek tijdens de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.
- TTT-LPT - Live Performance Techniques, Competence Units for Technical Theatre, 02 00 00 01 Use communication equipment - Page 54

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assist clients with personal development (90 10 00 05 30)

[ESCO description](#)

Title

assist clients with personal development

Description:

Help clients determine what they want to do with their lives and assist in setting personal and professional goals and the steps necessary to reach these goals.

Scope note:

Concept URI:

<http://data.europa.eu/esco/skill/98b32477-cccd-47ea-8c85-d4a16b18af08>

ESCO version:

1.09

[In other languages](#)

Deutsch:

Kunden und Kundinnen bei ihrer persönlichen Weiterentwicklung unterstützen

Nederlands:

klienten helpen bij persoonlijke ontwikkeling

Italiano:

assistere i clienti nella trasformazione personale

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

second read SKR

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	30

Sectoral detail

Skills

- Analyse the client's current situation in collaboration with him/her
- Analyse the client's needs in collaboration with him/her
- Support the client formulating specific goals
- Support the client prioritising goals
- Support the client planning steps to reach personal development goals
- Investigation in and find out the current situation and status of a person's life.
- Investigation in and find out existing goals a person wants to reach in life.
- Finding out new and true goals a person wants to reach in life.
- Investigation in the gap between current and desired situation and state.
- Formulation of steps to close the identified gaps and reach the desired goals.

Knowledge

- Coaching methodology
- Prioritising methodology
- Planning methodology
- Interview techniques
- Identifying goals
- Goal-oriented planning of development

Autonomy / Attitude

- Sense of methodology
 - Emotional intelligence
 - Empathy
-

Assessment

Self assessment

1. I don't know how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
2. I am uncertain how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
3. I know how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
4. I am more than able to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.

Mentor assessment

1. ... doesn't know how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
 2. ... is uncertain how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
-

3. ... knows how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
4. ... is more than able to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Structured Portfolio](#)
-

Training

Classroom elements about personal development closely connected with intensive role-play / on the job training.

References

- [put references to other competence systems here]

Contents

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 - [Training](#)
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Monitor developments in field of expertise (70 11 00 03 40)

[ESCO description](#)

Title

monitor developments in field of expertise

Description:

Keep up with new research, regulations, and other significant changes, labour market related or other specialisation.

Scope note:

[put ESCO scope note here]

Concept URI:<http://data.europa.eu/esco/skill/23ac233d-84ad-4517-b0f5-8ca19ba2614e>**ESCO version:**

1.1.0

[In other languages](#)

Deutsch:

Entwicklungen im Fachgebiet verfolgen

Nederlands:

ontwikkelingen op expertisegebied opvolgen

Italiano:

mantenersi aggiornati sugli sviluppi nel proprio settore di competenza

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress skr

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#)

70 11

[Place in the process:](#)

00

[Level:](#)

03

Unique identifier:

40

Sectoral detail

Skills

- note and recognise chances in one's specific field of expertise

Knowledge

- knowledge about active and passive ways of recognising transformations in specific fields

Autonomy / attitude

- Sense of methodology
 - Preparedness for **LifeLong-Learning**
 - Committed to self-development
-

Assessment

Self assessment

1. I don't know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
2. I am uncertain how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
3. I know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
4. I am more than able to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.

Mentor assessment

1. ... doesn't know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
2. ... is uncertain how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
3. ... knows how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
4. ... is more than able to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Structured Portfolio](#)
-

Training

Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.

References

- [put references to other competence systems here]

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Identify customer's needs (70 22 00 05 30)

[ESCO description](#)

Title	Identify customer's needs
Description:	Use appropriate questions and active listening in order to identify customer expectations, desires and needs for services.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/68698869-c13c-4563-adc7-118b7644f45d
ESCO version:	1.08

[In other languages](#)

Deutsch:	Kundenbedürfnisse feststellen (Feststellen der Erwartungen, Wünsche und Anforderungen der Kunden)
Nederlands:	behoefte van klanten identificeren (Gebruik maken van passende vragen en actief luisteren om de behoeften van klanten te identificeren)
Italiano:	individuare i desideri del cliente (Utilizzare domande adeguate e l'ascolto attivo per individuare i desideri del cliente)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

In Progress / SKR 05.01.22

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	70 22
Place in the process:	00
Level:	05
Unique identifier:	30

Sectoral detail

Skills

- look at the information given by the candidate from different points of views
- include information about work situation, career, personal interest, private life, ...
- structure and reformulates the information
- help candidate to define clear goals

Knowledge

- Knowledge of strategies for goal oriented communication with the customer
- Knowledge about focused analyzation of conversation
- Knowledge of desire-oriented definition of personal / mental states

Autonomy / attitude

- Able to solve complex issues
- Creative Thinking
- / Act empathic and dedicated

Assessment

Self assessment

1. I don't know how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
2. I am unsure how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
3. I know how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
4. I am more than able to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.

Mentor assessment

1. ... doesn't know how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
2. ... is uncertain how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
3. ... knows how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
4. ... is more than able to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.

Acceptable assessment methods

[remove methods not used]

- [Observation in simulated environment](#)
- [Observation on site](#)
- [Role play](#)
- [Structured portfolio](#)
- [Criterion based interview](#)
- [Oral examination](#)
- [Written test multiple choice](#)
- [Written test open answers](#)

Training

To be trained in groups with examples from real-live.

References

- [put references to other competence systems here]

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Assess candidates (90 20 00 05 12)

[ESCO description](#)

Title

assess candidates

Description:

Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, according to a pre-defined standard or procedure. Formulate summative statements of the display expectations.

Scope note:

[put ESCO scope note here]

Concept URI:<http://data.europa.eu/esco/skill/550e2d00-bd89-4614-8e15-330ae5277af3>**ESCO version:**

1.09

[In other languages](#)

Deutsch:

Bewerber/innen beurteilen

Nederlands:

kandidaten beoordelen

Italiano:

valutare candidati

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

In progress

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

[Field and subfield:](#)

90 20

[Place in the process:](#)

00

[Level:](#)

05

[Unique identifier:](#)

12

Sectoral detail

Skills

- 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 if the evaluation result

Knowledge

- knowledge about evaluation standards and procedures
- knowledge about formulation and formatting of summative statements

Autonomy / attitude

- Accuracy
 - Sense of methodology
-

Assessment

Self assessment

1. I don't know how to 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.
2. I am uncertain how to 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.
3. I know how to 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.
4. I am more than able to 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.

Mentor assessment

1. ... doesn't know how to 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.
2. ... is uncertain how to 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.
3. ... knows how to 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.
4. ... is more than able to 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.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Post Box Exercise](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)

- [Written Test - Multiple Choice](#)
 - [Written Test - Open Answers](#)
-

Training

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.

References

- [put references to other competence systems here]

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Perform regular checks on rigging equipment (04 60 00 03 10)

[ESCO description](#)

Title	Perform regular checks on rigging equipment
Description :	Check rigging equipment before fitting up, and make small repairs if necessary.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/1bcabfd1-501c-47be-bce7-c1862ad43801
ESCO version :	1.08

[In other languages](#)

German:	regelmäßig die Takelageausrüstung überprüfen (In der Werkstatt regelmäßig die Takelage
Nederlands:	touwwerk of takelwerk regelmatig controleren (Regelmatig het touw- of takelwerk grondig c
Italiano:	controllare regolarmente le attrezzature di sostegno (Eseguire controlli approfonditi e regio

[Development notes](#)

Status: **final read** / finalized (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

This competence does not refer to maintenance certification through a specialist, but deals with regular visual inspection of the equipment on stage. The translations in ESCO are not suitable.

[Structure](#)

Field and subfield :	04 60
Place in the process :	00
Level :	03

[Unique identify:](#)

10

[Sectoral detail](#)

[Skills](#)

- Check the mechanical parts for wear and tear / use
- Inspect visually the equipment
- Check the electrical cables and connections
- Check all certification labelling
- Test if necessary
- Sort out defective equipment
- Document defective equipment

[Knowledge](#)

- Types of equipment
- Types of equipment failure
- Certification schemes (labelling)

[Autonomy / Attitude](#)

- Safety awareness
 - Sense of methodology
 - Accuracy
-

[Assessment](#)

[Self assessment](#)

1. I don't know how to execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.
2. I am uncertain how to execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.
3. I know how to execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.
4. I am more than able to execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.

[Mentor assessment](#)

1. ... doesn't know how to execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.
2. ... is uncertain how to execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.
3. ... knows how to execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.
4. ... is more than able to execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.

[Acceptable assessment methods](#)

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
-

Training

Candidates need to gain experience with typical equipment failures and their recognition. The process should become an automatic one.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3b) Carry out a function check, find errors and defects, Connect and test devices and system parts, Recognize errors and defects; Formulate a precise description of the fault – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3c) Maintain devices, system parts, components, tools and other work equipment, Research maintenance intervals (e.g. according to manufacturer's specifications), Determine maintenance content, Recognize the need for maintenance, Determine and carry out maintenance steps according to operational requirements, Take measures to maintain value – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.3e) Isolate faults in devices, system parts, components, remedy them by replacing faulty units and initiate measures for repair, Evaluate user documentation and manufacturer specifications, Limit errors, Identify faulty units (e.g. power supply units), Determine necessary personnel qualifications and protective measures for repairs, Carry out or arrange for repairs, Check the result of the measures – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

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coach clients (90 10 00 05 05)

[ESCO description](#)

Title	coach clients
Description:	Actively help clients to improve their strengths and confidence. Propose courses and workshops or
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92
ESCO version:	1.08

[In other languages](#)

Deutsch:	Kunden schulen (Aktive Unterstützung der Kunden dabei, ihre Stärken auszubauen und ihr Selbstvertrauen zu stärken)
Nederlands:	klanten coachen (Klanten actief helpen om hun kracht en vertrouwen te vergroten. Cursussen en workshops aanbieden)
Italiano:	assistere i clienti (Aiutare attivamente i clienti a migliorare i loro punti di forza e la loro fiducia. Proporre corsi e workshop)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress / SKR 05.01.22

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	90 10
Place in the process:	00
Level:	05
Unique identifier:	05

Sectoral detail

Skills

- analyse clients regarding their lags in strength and confidence
- develop ways to improve their strengths and confidence
- propose or carry out actions to improve client's strengths and confidence

Knowledge

- Knowledge about recognition and analyzation of personal strengths and confidence
- Knowledge about tailoring personal development plans
- Knowledge about carrying out personal (mental) training

Autonomy / attitude

- Able to solve complex issues
- Creative Thinking
- Patience
- Sense of methodology
- Preparedness for **LifeLong-Learning**
- Motivated
- / Act empathic and dedicated

Assessment

Self assessment

1. I don't know how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
2. I am unsure how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
3. I know how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
4. I am more than able to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.

Mentor assessment

1. ... doesn't know how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
2. ... is uncertain how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
3. ... knows how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
4. ... is more than able to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
- [Observation on site](#)
- [Role play](#)
- [Structured portfolio](#)

Training

To be trained coaching each other.

References

- [put references to other competence systems here]

Contents

- [Distribute control signals \(01 00 20 04 26\)](#)
 - [ESCO description](#)
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Distribute control signals (01 00 20 04 26)

ESCO description

Title	Distribute control signals
Description:	Circulate control signals between light boards, dimmers and another lighting equipment. Control systems can be either DMX or network based.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/40c815cd-30a2-42e5-a549-bf9017cb6df3
ESCO version:	1.08

In other languages

Deutsch:	Steuerungssignale verteilen (Verteilung der Steuerungssignale zwischen Lichttafeln, Dimmern und anderen Beleuchtungseinrichtungen)
Nederlands:	controlesignalen verspreiden (De controlesignalen verdelen tussen lichtborden, dimmers en andere verlichtingsapparatuur)
Italiano:	distribuire i segnali di controllo (Distribuire i segnali di controllo tra pannelli luminosi, variatori di velocità e altri apparecchi di illuminazione)

Development notes

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	01 00
Place in the process:	20
Level:	04
Unique identifier:	26

Sectoral detail

Skills

- Interpret technical drawings, schemes and written documentation
- Place control cables
- Place, address and set-up mergers, splitters and amplifiers
- Test control signals

Knowledge

- Symbols and drawing methods for technical drawings, schemes and written documentation
- Use of operating protocols, consoles, dimmers and lighting equipment

Autonomy / Attitude

- Accuracy
 - Problem-solving approach
-

Assessment

Self assessment

1. I don't know how to circulate control signals between light boards, dimmers and other lighting equipment.
2. I am uncertain how to circulate control signals between light boards, dimmers and other lighting equipment.
3. I know how to circulate control signals between light boards, dimmers and other lighting equipment.
4. I am more than able to circulate control signals between light boards, dimmers and other lighting equipment.

Mentor assessment

1. ... doesn't know how to circulate control signals between light boards, dimmers and other lighting equipment.
2. ... is uncertain how to circulate control signals between light boards, dimmers and other lighting equipment.
3. ... knows how to circulate control signals between light boards, dimmers and other lighting equipment.
4. ... is more than able to circulate control signals between light boards, dimmers and other lighting equipment.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training should take place on site or in a simulated environment. Trainees should have experience with different boards/consoles (type/manufacture) and different control signals. Innovation is fast – trainers should be knowledgeable of the most current signal formats and accessories.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 5.b) Light scenes, configure and set up lighting desks, carry out lighting rehearsals, Apply and patch complex lighting instruments in the desk – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area B1-K1-W5: Levert lichtinstallatie werkend op. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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Assessment processes (KNO02)

[ESCO description](#)

Title	assessment processes
Description:	Various evaluation techniques, theories, and tools applicable in the assessment of students, partic Different assessment strategies such as initial, formative, summative and self- assessment are use
Scope note:	[put ESCO scope note here]
Concept URI:	http://data.europa.eu/esco/skill/31b67516-af16-4b97-8430-a8a8e0f84190
ESCO version:	1.1.0

[In other languages](#)

Deutsch:	Beurteilungsverfahren
Nederlands:	beoordelingsprocessen
Italiano:	processi di valutazione

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress SKR

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	00 00
Place in the process:	00
Level:	00
Unique identifier:	00

Sectoral detail

Knowledge

- knowledge about various evaluation techniques, theories, and tools
 - knowledge about different assessment strategies
-

Assessment

Self assessment

1. I don't know about 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.
2. I am uncertain about 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.
3. I know about 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.
4. I am more than familiar with 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.

Mentor assessment

1. ... doesn't know about 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.
2. ... is uncertain about 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.
3. ... knows about 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.
4. ... is more than familiar with 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.

Acceptable assessment methods

- [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test - Multiple Choice](#)
 - [Written Test - Open Answers](#)
-

Training

classroom course

References

- [put references to other competence systems here]

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 - [Acceptable assessment methods](#)
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Read lighting plan (01 00 20 04 10)

[ESCO description](#)

Title	Read lighting plan
Description:	Interpret the instructions on the light plan to determine the lighting equipment needed and the right
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/a03929b1-c9fd-4c41-be00-a05588930cfc
ESCO version:	1.08

[In other languages](#)

Deutsch:	Beleuchtungspläne lesen (Lesen der Anweisungen auf dem Beleuchtungsplan zur Ermittlung
Nederlands:	belichtingsplannen lezen (Lezen van de instructies op het belichtingsplan om de benodigde li
Italiano:	leggere i piani delle luci (Leggere le istruzioni relative al piano delle luci per determinare le att

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	01 00
Place in the process:	20
Level:	04
Unique identifier:	10

Sectoral detail

Skills

- Read the symbols for fixtures and accessories on a layout/in a plan
- Read plots with patch, rig and equipment lists
- Work in scale

Knowledge

- Different types of fixtures, their symbols, properties and applications
- Line, symbol and layer systems for building and scenographic drawings
- Different types of locations and challenges with the stage environment

Autonomy / Attitude

- Accuracy
 - Able to act on own initiative
 - Eye for cost-effectiveness
-

Assessment

Self assessment

1. I don't know how to interpret the instructions on the light plan to determine the light equipment needed and the right placing.
2. I am uncertain how to interpret the instructions on the light plan to determine the light equipment needed and the right placing.
3. I know how to interpret the instructions on the light plan to determine the light equipment needed and the right placing.
4. I am more than able to interpret the instructions on the light plan to determine the light equipment needed and the right placing.

Mentor assessment

1. ... doesn't know how to interpret the instructions on the light plan to determine the light equipment needed and the right placing.
2. ... is uncertain how to interpret the instructions on the light plan to determine the light equipment needed and the right placing.
3. ... knows how to interpret the instructions on the light plan to determine the light equipment needed and the right placing.
4. ... is more than able to interpret the instructions on the light plan to determine the light equipment needed and the right placing.

Acceptable assessment methods

- [Post Box Exercise](#)
 - [Criterion based interview](#)
-

Training

Training should include working with all forms of technical drawings and documentation used in live-performance, studio and event lighting. This includes understanding lighting layout plans, cross sections and various schedules that provide technical and artistic information for the lighting crew.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2a) Implement lighting, sound, and audio-visual media plans as well as plans, drawings, and sketches for temporary structures, stages and production spaces, Know typical devices, equipment and components, Understand plans and drawings, Correlate symbols and characters, Transfer planning to the circumstances at hand – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG

GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)

- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K1-W2: Ontwikkelt technisch plan voor de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [Acceptable assessment methods](#)
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Assemble performance equipment (04 00 20 03 10)

ESCO description

Title	Assemble performance equipment
Description :	Set up sound, light and video equipment on stage before performance event according to specifications.
Scope note :	n / A
Concept URI :	http://data.europa.eu/esco/skill/79edf815-70bf-48fc-a2f4-86ae5d372918
ESCO version :	1.08

In other languages

German:	Equipment für Aufführungen vorbereiten (Einrichten von Ton-, Licht- und Video-Equipment)
Nederlands:	uitrusting voor voorstellingen monteren (Geluids-, licht- en videoapparatuur vóór de uitvoering)
Italiano:	montare le attrezzature per l'esibizione (Installare apparecchiature audio, di illuminazione e

Development notes

Status: **final read** / finalized (date)

(The notes below will be removed at the end of the project)

References?

Sectoral layer

The original version was "Title: set up stage equipment – Description: set up stage equipment on stage before performance or event according to specifications. Mount risers, put floors, etc.. It therefore should be understood, that in regard to TeBeVAT, not sound, light and video equipment are in the scope of the competence but stage equipment.

Structure

Field and subfield :	04 00
Place in the process :	20

Level :	03
Unique identify:	10

Sectoral detail

Skills

- Transport, place, move, stack stage equipment and materials according to the needs during the set up.
- Inspect the stage equipment visually for damage, wear and tear.
- Mount and rig stage equipment according to instructions and/or plans.
- Take safety precautions when working at or below heights.
- Immobilize stage equipment once in place.
- Check that all stage equipment is secured according to safety procedures.
- Take action if something goes wrong or is unsafe.
- Report if something is not performed according to the agreed procedures.

Knowledge

- Principles of mechanics
- Identifying and checking stage equipment

Autonomy / Attitude

- Safety awareness
 - Awareness of others' behaviour
 - Attention to movements around you...
-

Assessment

Self assessment

1. I don't know how to set up sound, light and video equipment on stage before performance event according to specifications.
2. I am unsure know how to set up sound, light and video equipment on stage before performance event according to specifications.
3. I know how to set up sound, light and video equipment on stage before performance event according to specifications.
4. I am more than able to set up sound, light and video equipment on stage before performance event according to specifications.

Mentor assessment

1. ... doesn't know how to set up sound, light and video equipment on stage before performance event according to specifications.
2. ... is unsure how to set up sound, light and video equipment on stage before performance event according to specifications.
3. ... knows how to set up sound, light and video equipment on stage before performance event according to specifications.
4. ... is more than able to set up sound, light and video equipment on stage before performance event according to specifications.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training must be done on site(s) using different equipment under guidance. Further training could be done at a manufacturer or supplier of equipment for specific types of use cases.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 1.2i) Set up and secure components for supporting structures, in particular scaffolding and trusses as well as stage, grandstand, scene and exhibition setups, Select components from the material pool and carry out a visual inspection, Take differences in assembly requirements into account, Comply with the requirements for truss elements and connectors, Assess different truss systems, Comply with structural requirements – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning B1-K1-W3: Plaatst en hangt licht-, geluids-, beeldapparatuur en (overige) materialen in en B1-K1-W4: Sluit licht-, geluids- en beeldapparatuur aan. Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.

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 - [References](#)

Work with different target groups (70 22 00 05 40)

[ESCO description](#)

Title	Work with different target groups
Description:	Work with a variety of target groups based on age, gender and disability.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/56ec6990-3e5b-475f-88e4-2c209f5625b3
ESCO version:	1.08

[In other languages](#)

Deutsch:	mit verschiedenen Zielgruppen arbeiten (Arbeiten mit einer Vielzahl von Zielgruppen abhängig von Alter, Geschlecht und Behinderung)
Nederlands:	met verschillende doelgroepen werken (Werk met uiteenlopende doelgroepen op basis van leeftijd, geslacht en handicap)
Italiano:	lavorare con diversi gruppi destinatari (Lavorare con vari gruppi di destinatari in base all'età, al sesso e alla disabilità)

[Development notes](#)

Status: In progress / second read / finalised (date)

(The notes below will be removed at the end of the project)

in progress / SKR 05.01.22

[Sectoral layer](#)

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

[Structure](#)

Field and subfield:	70 22
Place in the process:	00
Level:	05
Unique identifier:	40

Sectoral detail

Skills

- Neutralise own bias and prejudice
- Adapt actions to the specificities of target groups
- Give information focussed on the target group
- Give realistic information about possible limitations or difficulties

Knowledge

- bias and prejudice
- target groups
- limitations for target groups in the working field

Autonomy / attitude

- Aware of other's behavior
 - Awareness of own behaviour
 - Respect for the team
 - Able to cooperate
 - Patience
 - Assertiveness
 - Emotional intelligence
 - Open-minded
 - Positive approach
-

Assessment

Self assessment

1. I don't know how to work with a variety of target groups based on age, gender and disability.
2. I am unsure how to work with a variety of target groups based on age, gender and disability.
3. I know how to work with a variety of target groups based on age, gender and disability.
4. I am more than able to work with a variety of target groups based on age, gender and disability.

Mentor assessment

1. ... doesn't know how to work with a variety of target groups based on age, gender and disability.
2. ... is uncertain how to work with a variety of target groups based on age, gender and disability.
3. ... knows how to work with a variety of target groups based on age, gender and disability.
4. ... is more than able to work with a variety of target groups based on age, gender and disability.

Acceptable assessment methods

[remove methods not used]

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - [Role Play](#)
 - [Post Box Exercise](#)
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test - Multiple Choice](#)
 - [Written Test - Open Answers](#)
-

Training

Classroom education on psychological differences between different groups of people. Recommended to be trained in heterogeneous groups as a side-effect of a different training task.

References

- [put references to other competence systems here]

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Title (60 70 00 05 27) Provide first aid

[ESCO description](#)

Title	Provide First Aid
Description:	Administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person if no other help is available.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/1d21f6ad-340f-45da-a0a3-4e83867f47a6
ESCO version:	1.08

[In other languages](#)

Deutsch:	Erste Hilfe leisten (Herz-Lungen-Wiederbelebung oder Erste Hilfe leisten, um kranke oder verletzte zu retten)
Nederlands:	eerste hulp bieden (Cardiopulmonaire reanimatie of eerste hulp toedienen om hulp te bieden aan iemand die hulp nodig heeft)
Italiano:	fornire il primo soccorso (Attuare la rianimazione cardiopolmonare o il primo soccorso al fine di salvare la vita)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	60 70
Place in the process:	00
Level:	05
Unique identifier:	27

Sectoral detail

Skills

- ensure own safety
- determine if a person is in need of basic psychological care
- provide psychological care
- notice the possibility of shock
- remove or limit shock cause
- determine if the person's wound requires treatment
- treat wounds according to the different types of wounds
- identify the signs and causes of burns
- stop burning process
- notice life-threatening bleeding
- determine the appropriate treatment depending on location of bleeding.
- administer appropriate treatment
- identify the cause and location of suspected trauma
- treat trauma accordingly
- determine the appropriate treatment depending on kind of thermic disorder
- support the re-establishment of normal core body temperature
- recognise possible poisoning
- check vital signs
- administer basic life support
- determine breathing of the person
- administer artificial breathing in case of non-normal breathing/CPR
- determine that a person is unconscious and breathing normally
- decide if a recovery position has to be established and, if so, place the unconscious person into the recovery position
- recognise an unresponsive/unconscious person
- determine/check non-normal breathing, cardiac arrest
- perform CPR - if possible with AED
- determine consciousness & calm / unconsciousness or panic, vomit, blood inside helmet
- remove/don't remove helmet according to evaluation.
- check vital signs, recognize stroke as a high-risk emergency. (F.A.S.T.)
- provide assistance according to type of neurological sign
- determine if it is an airway obstruction or general breathing distress
- remove the object removal by the following measures: coughing, back blows, Heimlich maneuver
- support a beneficial posture
- check vital signs and recognize heart attacks as a high-risk emergency
- give assistance according to heart attacks and electricity accidents

Knowledge

- basic algorithm, based on BLS-D as recommended by ERC 2015
- know the importance of basic psychological care
- know the type of wound and know the appropriate measures
- identify the signs and the cause of burns
- know the influence of fire and chemical substances on the human body and be able to determine significant or severe burns and know appropriate measures
- know the appropriate method of treatment for trauma
- know the possibility of critical thermic disorders, distinguishing hypo- & hyperthermia
- understand the influence of thermic disorders on the human body
- know the signs of breathing/nonbreathing and the dangers of nonnormal breathing
- know the particular dangers of someone in an emergency situation wearing a helmet
- know how to recognize neurological signs
- recognise irregular breathing / breathing distress 1. Airway obstructions 2. General breathing distress
- know how to recognize irregularities in circulation and heart attack signs

Autonomy / attitude

- Able to act on own initiative

- Able to follow instructions and procedures
-

Assessment

Self assessment

1. I don't know how to administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.
2. I am uncertain how to administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.
3. I know how to administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.
4. I am more than able to administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.

Mentor assessment

1. ... doesn't know how to administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.
2. ... is uncertain how to administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.
3. ... knows how to administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.
4. ... is more than able to administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Role Play](#)
 - Supportive:
 - [Structured Portfolio](#)
 - [Criterion Based Interview](#)
 - [Oral Examination](#)
 - [Written Test - Multiple Choice](#)
 - [Written Test - Open Answers](#)
-

Training

Training can take place at a first aid training provider.

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area B: Integrative Skills, Knowledge and Competences – (Item 3c) Describe proper behavior in the event of an accident and initiate first aid measures, – BiBB Bundesinstitut für Berufsbildung, AUSBILDUNG GESTALTEN - Fachkraft für Veranstaltungstechnik, Bonn 2017, ISBN: 978-3-7639-5873-3 (Print), ISBN: 978-3-96208-021-1 (PDF)
- SAMARITAN INTERNATIONAL European First Aid Certificate Revision 7/2017, as adopted by the European Committee on First Aid Education of SAMARITAN INTERNATIONAL (SAM.I.) on 28 July 2017.

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Plot lighting states (01 00 20 04 50)

[ESCO description](#)

Title	Plot lighting states
Description:	Set up and try out lighting states. These control the lights on stage by the use of levers or pushes.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/1ae7c07e-7594-4f43-846c-db47698b3164
ESCO version:	1.08

[In other languages](#)

Deutsch:	Beleuchtung planen (Leuchtmittel einrichten und testen.)
Nederlands:	status van belichting plannen (De status van de verlichting plannen en uitproberen.)
Italiano:	definire i diversi stadi di luminosità (Impostare e sperimentare diversi stadi di luminosità.)

[Development notes](#)

Status: **final read** / finalised (date)

(The notes below will be removed at the end of the project)

References?

[Sectoral layer](#)

[Structure](#)

Field and subfield:	01 00
Place in the process:	20
Level:	04
Unique identifier:	50

Sectoral detail

Skills

- Organise soft patch
- Program groups
- Check circuits and dimmers are correct
- Bring up circuits on request
- Program cues and times based on instruction
- Program sequence lists and effects on instruction
- Following procedures for backup and hard copy
- Run cues based on documentation or instruction
- Add, change and delete cues
- Adjust lighting states
- Mark changes to the script
- Reset cues on instruction

Knowledge

- Understands the principles of lighting design
- Understands the functions of lighting board
- Understands the procedures for programming
- Methods for adapting light states

Autonomy / Attitude

- Patience
 - Accuracy
 - Respect for the artistic concept/process
-

Assessment

Self assessment

1. I don't know how to set up and try out lighting states (these control the lights on stage by the use of levers or pushes).
2. I am uncertain how to set up and try out lighting states.
3. I know how to set up and try out lighting states.
4. I am more than able to set up and try out lighting states.

Mentor assessment

1. ... doesn't know how to set up and try out lighting states (these control the lights on stage by the use of levers or pushes).
2. ... is uncertain how to set up and try out lighting states.
3. ... knows how to set up and try out lighting states.
4. ... is more than able to set up and try out lighting states.

Acceptable assessment methods

- [Observation in a Simulated Environment](#)
 - [Observation on Site](#)
 - Supportive:
 - [Structured Portfolio](#)
-

Training

Training should take place on site or in a simulated environment. Trainees should have experience with different boards/Consoles (type/manufacturer).

References

- Germany: Fachkraft für Veranstaltungstechnik – Event Technology Specialist - Learning Area A: Skills, Knowledge and Competences – (Item 3.b) Select, connect and configure lighting instruments, lighting
-

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- Netherlands: Qualification File Stage and Event Technology, crebonumber 79040, learning area P3-K2-W1: Repeteert de techniek t.b.v. de uitvoering van de podiumproductie. SBB, Sectorchambre ICT and Creative Industry, version 2022 (to be released August 2022), Zoetermeer 2021.