
Occupational Profiles

zuletzt bearbeitet von Simon Rath

am 2022/02/23 17:03

Inhaltsverzeichnis

Lighting Unit Description	4
Scope note	4
Competences	4
Mechanical Equipment Unit Description	7
Scope note	7
Competences	7
Power Distribution Unit Description	10
Scope note	10
Competences	11
Sound Unit Description	12
Scope note	12
Competences	12
Stage Environment Unit Description	15
Scope note	15
Competences	15
Video and Media Integration Unit Description	17
Scope note	17
Competences	17
Work Organization Unit Description	20
Scope note	20
Competences	20
TeBeVAT Mentor Profile Description	23
.....	23
Profile competences	23
Counselling and Guidance	23
Communication and Feedback	24
Guidance to Training, Education and Job Market	24
Quality and Ethics	24
Professional Development	25
Administration	25
Knowledge	25
Profile training	25
Profile references	25
TeBeVAT Assessor Profile Description	26
Profile competences	26
Assessment	26
Communication and Feedback	27
Quality and Ethics	27
Professional Development	27
Administration	27
Knowledge	28
Profile training	28
Profile references	28

Occupational profiles

Tebevat occupational profiles are descriptions of (a part of) a generic occupation or function that is sector-wide agreed on.

TeBeVAT Profiles

The TeBeVat profiles are described in different units that reflect a general grouping of the tasks and functions in the sector.

You can find the detailed descriptions here:

1. [Lighting Unit](#)
2. [Mechanical Equipment Unit](#)
3. [Power Distribution Unit](#)
4. [Sound Unit](#)
5. [Stage Environment Unit](#)
6. [Video and Media Integration Unit](#)
7. [Work Organisation Unit](#)

TeBeVat Mentor

- [Mentor Profile](#)

TeBeVat Assessor

- [Assessor Profile](#)

Matrix - Units and Competences

- [TeBeVAT Matrix](#)

Lighting Unit Description

Lighting for events and live performance is the use of light as it applies to lighting the performer, sets, products or

the event or performance space. Many different special types of lighting instruments are used in this vocation. The personnel who install, operate, and control the equipment are commonly referred to as lighting technicians. The equipment that was originally used for theatrical performances (e.g. cabling, dimmers, lighting instruments, controllers) can be found in many event and live-performance lighting applications, including the theatre, corporate events, concerts, trade shows, broadcast television, film production, photographic studios, and other types of live events. The competences listed in TeBeVAT are common for lighting technicians in all areas of lighting in the sector.

Scope note

ESCO: essential skills/competences of

- Lighting Technician
- Light Board Operator
- Theatre Technician
- Stage Technician

Competences

The [Work Organisation Unit](#) competences are a prerequisite as a basis for all units.

Planning (10)

[01 00 10 04 20](#) - Draw up lighting plan (Create technical drawings and documentation within the lighting department).

[30 00 10 03 10](#) - Translate artistic concepts to technical designs (Cooperate with the artistic team in order to facilitate the transition from the creative vision and its artistic concepts to a technical design.)

[70 20 10 04 30](#) - Plan teamwork (Organise the working schedule of a group of people in order to meet all time and quality requirements.)

[70 30 10 05 10](#) - Develop project schedule (Define the project completion stages and create a timeline. Synchronise necessary activities, taking into account the convergence of production elements. Establish a schedule.)

[70 51 10 04 10](#) - Analyse the need for technical resources (Define and make a list of the required resources and equipment based on the technical needs of the production.)

[70 51 10 03 30](#) - Organise resources for artistic production (Coordinate resources within artistic productions, based on the given documentation e.g. scripts.)

[70 56 10 05 30](#) - Budget set costs (Prepare set production budgets.)

[80 00 10 04 10](#) - Advise client on technical possibilities (Apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.)

Preparing (20)

[01 00 20 04 10](#) - Read lighting plans (Interpret the instructions on the light plan to determine the lighting equipment needed).

[01 00 20 04 23](#) - Prevent technical problems with lighting equipment (Anticipate on possible technical problems with lighting equipment).

[01 00 20 04 25](#) - Set up lighting board/console (Install, connect and try out lighting board/console in a live performance environment.)

[01 00 20 04 26](#) - Distribute control signals (Circulate control signals between light boards, dimmers and another lighting equipment. Control systems can be either DMX or network based.)

[01 00 20 04 28](#) - Operate dimmer equipment (Set up, connect and operate dimmer equipment (with plug and socket) in a live performance environment.)

[01 00 20 04 29](#) - Install lighting (Set up, connect and test lighting equipment in a live performance environment.)

[01 00 20 04 30](#) - Focus lighting equipment (Set already installed conventional lighting equipment, based on directions and information from somebody on the floor.)

[01 00 20 04 50](#) - Plot lighting states (Set up and try out lighting states. These control the lights on stage by the use of levers or pushes.)

[01 10 20 03 10](#) - Set up follow spots (Install and test follow spots in different types of locations.)

[01 30 20 04 20](#) - Rig automated lights (Connect, try out, rig and de-rig automated lights and replace optical accessories.)

[01 30 20 05 50](#) - Plot lighting states with automated lights (Technically manipulate light boards for automated lights. Set up and try out lighting states with automated lights.)

[15 50 20 04 10](#) - Pack electronic equipment (Safely pack sensitive electronic equipment for storage and transport.)

[30 00 20 04 10](#) - Adapt existing designs to changed circumstances (Alter an existing design to changed circumstances and ensure that the artistic quality of the original design is reflected in the final result.)

[30 00 20 04 15](#) - Adapt artistic plan to location (Accommodate plans to other locations with respect for the artistic concept.)

[30 00 20 04 20](#) - Support a designer in the developing process (Provide assistance and support to designers throughout the course of the development process.)

[70 51 20 04 10](#) - Check material resources (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.)

Rehearsing (30)

[30 00 30 03 10](#) - Adapt to artists' creative demands (Work with artists, striving to understand the creative vision and adapting to it. Make full use of your expertise and capabilities to reach the best possible result.)

Running the Show (40)

[00 00 40 03 10](#) - Communicate during show (Interact efficiently during a live performance, in order to anticipate any possible malfunctionings).

[01 00 40 04 50](#) - Operate a lighting console (Handle a light board during rehearsal or live situations, based on visual cues or documentation.)

[01 10 40 03 10](#) - Operate follow spots (Use follow spots during a live performance based on visual cues or documentation.)

[03 10 40 03 22](#) - Follow time cues (Observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.)

After the Show (50)

[00 00 50 03 10](#) - De-rig electronic equipment (Remove and store various types of electronic equipment safely after use).

[00 00 50 03 20](#) - Store performance equipment (Dismantle sound, light and video equipment in a safely manner after a performance).

[15 20 50 04 10](#) - Pack electronic equipment (Safely pack sensitive electronic equipment for storage and transport.)

Maintenance (60)

[01 00 60 04 10](#) - Maintain lighting equipment (Check, maintain and repair electrical, mechanical and optical lighting elements.)

[01 00 60 04 11](#) - Maintain dimmer equipment (Check and operate dimmer equipment. Take the appropriate steps if the equipment is defective, correcting the defect yourself or forwarding it to specialised repair service.)

[01 30 60 04 10](#) - Maintain automated lighting equipment (Set up, check and repair automated lighting equipment and maintain its software.)

Mechanical Equipment Unit Description

Mechanical equipment is used in the event or performance space to create structures or to move sets, products or

even performers.

Many different special types of mechanical equipment and stage machinery are used. The personnel who mount, operate and control the equipment are commonly referred to as stage technicians or, in the use case of complex theatre machinery, stage machinists. Equipment can be mounted and operated manually, electrically, or through hydraulic drives. The control systems used are very specific for the performance space and have a high degree of safety requirements. Most stage machinery found in theatres or venues (lifts, revolves, etc.) is permanently installed. However, mechanical equipment can also be mobile to be used in corporate events, concerts, trade shows, broadcast television, and other types of live events.

The competences listed in TeBeVAT are common for technicians using mechanical equipment in all areas of the sector.

Photo © Randell Greenlee

Scope note

ESCO: essential skills/competences of

- Stage Technician
- Automated Fly Bar Operator
- Stage Machinist
- Theatre Technician

Competences

The [Work Organisation Unit](#) competences are a prerequisite as a basis for all units.

Planning (10)

[03 10 10 04 30](#) - Provide documentation (Prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.)

[30 00 10 03 10](#) - Translate artistic concepts to technical designs (Cooperate with the artistic team in order to facilitate the transition from the creative vision and its artistic concepts to a technical design.)

[70 20 10 04 30](#) - Plan teamwork (Organise the working schedule of a group of people in order to meet all time and quality requirements.)

[70 30 10 05 10](#) - Develop project schedule (Define the project completion stages and create a timeline. Synchronise necessary activities, taking into account the convergence of production elements. Establish a schedule.)

Preparing (20)

[03 00 20 04 10](#) - Set up technical stage equipment (Install mechanical and technical stage equipment. Test the installation to make sure everything is in working order.)

[03 00 20 04 31](#) - Prevent technical problems with stage equipment (Anticipate possible problems with mechanical and electromechanical stage equipment.)

[04 60 20 03 10](#) - Hang chain hoists (Install and set up chain hoists in building constructions.)

[04 60 20 03 20](#) - Assemble truss constructions (Use trusses, metal structures that derive strength from their construction involving triangular shapes, to construct stages for performances.)

[15 50 20 04 10](#) - Pack electronic equipment (Safely pack sensitive electronic equipment for storage and transport.)

[30 00 20 04 10](#) - Adapt existing designs to changed circumstances (Alter an existing design to changed circumstances and ensure that the artistic quality of the original design is reflected in the final result.)

[30 00 20 04 15](#) - Adapt artistic plan to location (Accommodate plans to other locations with respect for the artistic concept.)

[30 00 20 04 20](#) - Support a designer in the developing process (Provide assistance and support to designers throughout the course of the development process.)

Rehearsing (30)

[30 00 30 03 10](#) - Adapt to artists' creative demands (Work with artists, striving to understand the creative vision and adapting to it. Make full use of your expertise and capabilities to reach the best possible result.)

Running the Show (40)

[00 00 40 03 10](#) - Communicate during show (Interact efficiently during a live performance, in order to anticipate any possible malfunctionings.)

[03 00 40 04 10](#) - Operate stage movement control system (Command control systems for stage movement, e.g. flying mechanisms. Use manual or electric systems.)

[03 10 40 04 22](#) - Interact with actions on the stage (Take cues from actions on the stage and interact with them. Take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.)

[03 10 40 03 22](#) - Follow time cues (Observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.)

[03 20 40 05 10](#) - Operate automated stage movement control system (Handle an automated controlling system for stage movement and flying systems. Prepare and program the system including multiple synchronised movements.)

After the Show (50)

[00 00 50 03 10](#) - De-rig electronic equipment (Remove and store various types of electronic equipment safely after use).

[00 00 50 03 20](#) - Store performance equipment (Dismantle sound, light and video equipment in a safely manner after a performance).

Maintenance (60)

[03 00 60 04 10](#) - Maintain stage equipment for horizontal movement (Execute maintenance activities on electro-mechanical equipment for horizontal movement on stage level.)

[03 20 60 04 10](#) - Maintain moving constructions on stage (Check, maintain and repair electrical and mechanical elements of stage elevators and stage traps.)

[04 60 00 03 10](#) - Perform regular checks on rigging equipment (Execute regular in-depth checks on rigging equipment at the workshop and make the necessary repairs.)

[04 60 60 03 20](#) - Maintain Rigging Equipment (Check rigging equipment before fitting up. Make small repairs if necessary.)

Power Distribution Unit Description

This unit describes the process of setting up mobile electrical power systems in the field of entertainment

technology. In many Member States, a certificate for a “qualified technician for mobile electrical power systems” may be required. A mobile electrical power system starts at the predetermined origin of the electrical installation and always includes all cable and plug connected devices. The system must be both electrically and operationally safe. Depending on type and size of the system to be planned, the person responsible will need sufficient practical experience in addition to their professional expertise. The competences listed in TeBeVAT are common for electrical technicians in all areas in the sector. Photo © Ralph Larmann

Scope note

ESCO: essential skills/competences of

- Performance Lighting Technician
- Recording Studio Technician
- Light Board Operator
- Intelligent Lighting Engineer
- Audio Production Technician
- Stage Technician
- Theatre Technician
- Boom Operator
- Performance Video Operator
- Camera Operator
- Event Electrician
- Audio-visual Technician

Competences

The [Work Organisation Unit](#) competences are a prerequisite as a basis for all units.

Planning (10)

[11 20 10 04 10](#) - Assess power needs (Prepare and manage the provision of electrical power for different areas.)

[70 20 10 04 30](#) - Plan teamwork (Organise the working schedule of a group of people in order to meet all time and quality requirements.)

[70 30 10 05 10](#) - Develop project schedule (Define the project completion stages and create a timeline. Synchronise necessary activities, taking into account the convergence of production elements. Establish a schedule.)

Preparing (20)

[11 20 20 04 20](#) - Set up generators (Install and operate generators as power supplies according to regulations and specifications.)

[11 20 20 03 30](#) - Provide power distribution (Sustain power distribution for light, stage, sound, video and recording purposes.)

Running the Show (40)

[00 00 40 03 10](#) - Communicate during show (Interact efficiently during a live performance, in order to anticipate any possible malfunctionings.)

After the Show (50)

[00 00 50 03 10](#) - De-rig electronic equipment (Remove and store various types of electronic equipment safely after use.)

[00 00 50 03 20](#) - Store performance equipment (Dismantle sound, light and video equipment in a safely manner after a performance event. Make sure the equipment is correctly stored away.)

[15 20 50 04 10](#) - Pack electronic equipment (Safely pack sensitive electronic equipment for storage and transport.)

Maintenance (60)

[11 20 60 04 10](#) - Maintain electrical equipment (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.)

Sound Unit Description

Sound for events and live performance is the use of technical equipment to reinforce or enhance the

acoustical experience as it applies to the audience, performer, acoustical atmosphere, script, products or the event or performance space. Audio technicians working in the live performance and event industry traditionally set up sound reinforcement systems (public address systems). They use specialized equipment such as microphones, mixing consoles, recording equipment, amplifiers, loudspeakers and IT-systems in a live environment. This equipment can be found in many event and live-performance sound applications, including the theatre, corporate events, concerts, trade shows, broadcast television and other types of live events. The competences listed in TeBeVAT are common for audio technicians in all areas of sound in the sector. Photo: © Rowen Smith – Unsplash

Scope note

ESCO: essential skills/competences of

- Audio Production Technician
- Sound Designer
- Sound Operator
- Stage Technician
- Theatre Technician

In comparison to a recording studio setting, audio recording techniques used in the live performance and event sectors **can** be somewhat different, as the goal is the optimal "live" sound and not the optimal "recorded" sound.

Competences

The [Work Organisation Unit](#) competences are a prerequisite as a basis for all units.

Planning (10)

[02 00 10 04 10](#) - Technically design a sound system (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.)

[30 00 10 03 10](#) - Translate artistic concepts to technical designs (Cooperate with the artistic team in order to facilitate the transition from the creative vision and its artistic concepts to a technical design.)

[70 20 10 04 30](#) - Plan teamwork (Organise the working schedule of a group of people in order to meet all time and quality requirements.)

[70 30 10 05 10](#) - Develop project schedule (Define the project completion stages and create a timeline. Synchronise necessary activities, taking into account the convergence of production elements. Establish a schedule.)

[70 51 10 04 10](#) - Analyse the need for technical resources (Define and make a list of the required resources and equipment based on the technical needs of the production.)

[70 51 10 03 30](#) - Organise resources for artistic production (Coordinate resources within artistic productions, based on the given documentation e.g. scripts.)

[70 56 10 05 30](#) - Budget set costs (Prepare set production budgets.)

[80 00 10 04 10](#) - Advise client on technical possibilities (Apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.)

Preparing (20)

[02 00 20 04 10](#) - Fit up sound on stage (Set up, rig, connect, test and tune audio equipment on stage.)

[02 00 20 04 11](#) - Set up sound reinforcement system (Arrange an analogue sound reinforcement system in a live situation.)

[02 00 20 04 20](#) - Perform technical sound check (Prepare and run a technical sound check before rehearsals or live shows. Check instrument setup and ensure correct functioning of the audio equipment. Anticipate possible technical problems during a live show.)

[02 00 20 04 25](#) - Perform soundchecks (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.)

[02 00 20 05 30](#) - Programm Sound cues (Program sound cues and rehearse sound states before or during rehearsals.)

[02 20 20 04 20](#) - Set up basic recording (Put up a basic stereo audio recording system, which mostly includes amplifiers, speakers and one or more types of music sources.)

[02 20 20 04 30](#) - Record music (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.)

[02 20 20 04 55](#) - Edit recorded sound (Arrange audio footage using a variety of software, tools and techniques such as crossfading, speed effects and removing unwanted noises.)

[02 30 20 04 10](#) - Tune up wireless audio systems (Adjust a wireless audio system in a live situation.)

[15 50 20 04 10](#) - Pack electronic equipment (Safely pack sensitive electronic equipment for storage and transport.)

[30 00 20 04 10](#) - Adapt existing designs to changed circumstances (Alter an existing design to changed circumstances and ensure that the artistic quality of the original design is reflected in the final result.)

[30 00 20 04 15](#) - Adapt artistic plan to location (Accommodate plans to other locations with respect for the artistic concept.)

[30 00 20 04 20](#) - Support a designer in the developing process (Provide assistance and support to designers throughout the course of the development process.)

[70 51 20 04 10](#) - Check material resources (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.)

Rehearsing (30)

[30 00 30 03 10](#) - Adapt to artists' creative demands (Work with artists, striving to understand the creative vision and adapting to it. Make full use of your expertise and capabilities to reach the best possible result.)

Running the Show (40)

[00 00 40 03 10](#) - Communicate during show (Interact efficiently during a live performance, in order to anticipate any possible malfunctionings.)

[02 00 40 04 44](#) - Use audio reproduction software (Operate software and equipment that transform and reproduce digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.)

[02 00 40 04 60](#) - Prevent undesired changes to sound design (Adapt your maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.)

[02 10 40 05 20](#) - Mix sounds in a live situation (Combine audio signals from multiple sound sources during rehearsals or in a live situation.)

[02 10 40 05 25](#) - Monitor mixing in a live situation (Oversee mixing in a live audio situation, under own responsibility.)

[02 40 40 03 10](#) - Use communication equipment (Set up, test and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.)

[03 10 40 03 22](#) - Follow time cues (Observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.)

After the Show (50)

[00 00 50 03 10](#) - De-rig electronic equipment (Remove and store various types of electronic equipment safely after use.)

[00 00 50 03 20](#) - Store performance equipment (Dismantle sound, light and video equipment in a safely manner after a performance event. Make sure the equipment is correctly stored away.)

[15 20 50 04 10](#) - Pack electronic equipment (Safely pack sensitive electronic equipment for storage and transport.)

Maintenance (60)

[02 00 60 04 10](#) - Maintain sound equipment (Set up, check, maintain and repair sound equipment for a live performance establishment.)

Stage Environment Unit Description

The stage environment unit encompasses the competences needed to handle and maintain scenic

elements.

The personnel who install, handle, and move scenic elements are commonly referred to as stage technicians. Many different forms of scenery used can be found in many event and live-performance settings, including the theatre, corporate events, concerts, trade shows, broadcast television and other types of live events.

The unit does NOT refer to mechanical equipment used to move scenery (Mechanical Equipment Unit).

The competences listed in TeBeVAT are common for stage technicians in all areas in the sector.

Photo: © Randell Greenlee

Scope note

ESCO: essential skills/competences of

- Theatre Technician
- Stage Technician

Competences

The [Work Organisation Unit](#) competences are a prerequisite as a basis for all units.

Planning (10)

[03 00 10 04 10](#) - Draw stage layouts (Sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.)

[03 10 10 04 30](#) - Provide documentation (Prepare and distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.)

[70 20 10 04 30](#) - Plan teamwork (Organise the working schedule of a group of people in order to meet all time and quality requirements.)

[70 30 10 05 10](#) - Develop project schedule (Define the project completion stages and create a timeline. Synchronise necessary activities, taking into account the convergence of production elements. Establish a schedule.)

[70 56 10 05 30](#) - Budget set costs (Prepare set production budgets.)

Preparing (20)

[03 00 20 04 10](#) - Set up technical stage equipment (Install mechanical and technical stage equipment. Test the installation to make sure everything is in working order.)

[03 00 20 03 20](#) - Assemble scenic elements on stage (Fix scenic elements, dance and stage floors and stage cloths, based on written documents.)

[03 00 20 03 21](#) - Assemble the rehearsal set (Put together all prepared scenic elements to prepare the rehearsal set.)

[03 00 20 04 30](#) - Prevent technical problems with scenic elements (Anticipate possible technical problems with scenic elements.)

[03 00 20 04 31](#) - Prevent technical problems with stage equipment (Anticipate possible problems with mechanical and electromechanical stage equipment.)

[03 10 20 04 31](#) - Mark the information from the ground plans on the stage area (Interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.)

[04 00 20 03 10](#) - Assemble performance equipment (Set up sound, light and video equipment on stage before performance event according to specifications.)

[04 50 20 03 50](#) - Install temporary audience accommodation (Place audience accommodation, fixing it into place with a scaffolding system if required.)

[70 58 20 04 20](#) - Ensure visual quality of the set (Inspect and amend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.)

Rehearsing (30)

[03 00 30 03 40](#) - Handle scenic elements during rehearsal (Operate and assemble equipment and scenery material during rehearsal or onstage.)

[12 00 30 03 20](#) - Dismantle the rehearsal set (Take apart all prepared scenic elements after the rehearsal.)

Running the Show (40)

[00 00 40 03 10](#) - Communicate during show (Interact efficiently during a live performance, in order to anticipate any possible malfunctionings.)

[03 10 40 04 22](#) - Interact with actions on the stage (Take cues from actions on the stage and interact with them. Take decisions on the exact timing and procedures in a live environment in order to produce a fluid and consistent performance.)

[03 10 40 03 22](#) - Follow time cues (Observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.)

[12 00 40 03 10](#) - Change scenic elements during performance - (Adjust scenic elements during a performance and follow the relevant documentation.)

After the Show (50)

[00 00 50 03 10](#) - De-rig electronic equipment (Remove and store various types of electronic equipment safely after use.)

[00 00 50 03 20](#) - Store performance equipment (Dismantle sound, light and video equipment in a safely manner after a performance event. Make sure the equipment is correctly stored away.)

Maintenance (60)

[12 20 60 04 10](#) - Maintain theatre sets - (Install, check, maintain and repair stages and sets.)

Video and Media Integration Unit Description



Video and media integration for events and live performance is the use of audiovisual and media technology as it applies to the performer, sets, products or the event or performance space. This includes presenting video or media content through projection techniques or by using monitors or other display technologies, loudspeakers and audio devices as well as the creation of audiovisual or media content for use in the sector. This can also include IT-based data communication. Many different special types of audiovisual technology are used in this vocation.

The personnel who install, operate, and control the equipment are commonly referred to as video technicians. The equipment used can be found in many event and live-performance settings, including the theatre, corporate events, concerts, trade shows, broadcast television and other types of live events.

The competences listed in TeBeVAT are common for video technicians in all areas of video and media integration in the sector.

Photo © Ralph Larmann

Scope note

ESCO: essential skills/competences of

- Video Technician
- Stage Technician
- Performance Video Operator
- Performance Video Designer

Competences

The [Work Organisation Unit](#) competences are a prerequisite as a basis for all units.

Planning (10)

[30 00 10 03 10](#) - Translate artistic concepts to technical designs (Cooperate with the artistic team in order to facilitate the transition from the creative vision and its artistic concepts to a technical design.)

[70 20 10 04 30](#) - Plan teamwork (Organise the working schedule of a group of people in order to meet all time and quality requirements.)

[70 30 10 05 10](#) - Develop project schedule (Define the project completion stages and create a timeline. Synchronise necessary activities, taking into account the convergence of production elements. Establish a schedule.)

[80 00 10 04 10](#) - Advise client on technical possibilities (Apply one's expertise of technical systems to advise the client about the possibility or specifics of a project.)

Preparing (20)

[05 00 20 04 10](#) - Install image equipment (Set up, install and connect projection and image equipment.)

[05 00 20 04 20](#) - Adjust projector (Modify the controls of projection equipment to obtain a clear and well-positioned image)

[05 10 20 03 10](#) - Set up cameras (Put cameras in their specified places and prepare them for use.)

[15 50 20 04 10](#) - Pack electronic equipment (Safely pack sensitive electronic equipment for storage and transport.)

[30 00 20 04 10](#) - Adapt existing designs to changed circumstances (Alter an existing design to changed circumstances and ensure that the artistic quality of the original design is reflected in the final result.)

[30 00 20 04 15](#) - Adapt artistic plan to location (Accommodate plans to other locations with respect for the artistic concept.)

[30 00 20 04 20](#) - Support a designer in the developing process (Provide assistance and support to designers throughout the course of the development process.)

[70 51 20 04 10](#) - Check material resources (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.)

Rehearsing (30)

[30 00 30 03 10](#) - Adapt to artists' creative demands (Work with artists, striving to understand the creative vision and adapting to it. Make full use of your expertise and capabilities to reach the best possible result.)

Running the Show (40)

[00 00 40 03 10](#) - Communicate during show (Interact efficiently during a live performance, in order to anticipate any possible malfunctionings).

[03 10 40 03 22](#) - Follow time cues (Observe the conductor, orchestra or director and follow text and vocal scores to time cues accurately.)

[05 00 40 04 20](#) - Run a projection (Operate projection equipment safely and efficiently to project images on a background in an artistic or cultural context.)

[05 10 40 05 20](#) - Mix live images (Follow video streams of a live event and mix them together using specialised equipment and software.)

After the Show (50)

[00 00 50 03 10](#) - De-rig electronic equipment (Remove and store various types of electronic equipment safely after use).

[00 00 50 03 20](#) - Store performance equipment (Dismantle sound, light and video equipment in a safely manner after a performance).

[15 20 50 04 10](#) - Pack electronic equipment (Safely pack sensitive electronic equipment for storage and transport.)

Maintenance (60

[05 00 60 04 10](#) - Maintain audiovisual equipment (Perform routine maintenance tasks on audiovisual equipment as well as minor repairs, such as replacing parts and calibrating the instruments, on equipment used in processing sound and images.)

Contents

- [Work Organization Unit Description](#)
 - [Scope note](#)
 - [Competences](#)
 - [Independent \(00\)](#)
 - [Planning \(10\)](#)
 - [Running the Show \(40\)](#)
 - [After the Show \(50\)](#)

Work Organization Unit Description

Work organisation is about the coordination and structuring of work processes: how work is divided into job tasks, bundling of tasks into jobs and assignments, interdependencies between workers, and how work is coordinated and controlled in order to fulfil the goals of the organisation. It encompasses the tasks performed, who performs them and how they are performed in the process of providing a service. Work organisation thus refers to how work is planned, organised and managed and to choices on a range of aspects such as work processes, job design, responsibilities, task allocation, work scheduling, work pace, rules and procedures, and decision-making processes.

Scope note

Competences

The [Work Organisation Unit](#) competences are a prerequisite as a basis for all units.

Independent (00)

[00 00 00 03 10](#) - Prepare personal work environment

(Know the correct settings or positions for your working instruments and adjust them appropriately before starting operations.)

[00 00 00 03 20](#) - Use technical documentation (Understanding and use of technical documentation in the overall technical process.)

[00 00 00 04 30](#) - Set up equipment in a timely manner (Make sure to set up equipment according to deadlines and time schedules.)

[04 60 00 03 10](#) - Perform regular checks on rigging equipment (Check rigging equipment before fitting up, and make small repairs if necessary.)

[15 20 00 03 10](#) - Rig loads (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.)

[30 00 00 03 10](#) - Understand artistic concepts (Interpret an artist's explanation or demonstration of their artistic concepts, inceptions and processes and strive to share their vision.)

[30 00 00 04 20](#) - Interpret artistic intentions (Interpret the artistic intentions of the author.)

[30 05 00 04 10](#) - Keep up with trends (Monitor and follow new trends and developments in specific sectors.)

[60 00 00 03 02](#) - Maintain a safe, hygienic and secure working environment (Apply basic safety rules according to training and instruction and based on a solid understanding of the risks to you and your colleagues.)

[60 20 00 03 01](#) - Work with respect for own safety (Apply the safety rules according to training and instruction and based on a solid understanding of the prevention measures and risks to your own personal health and safety.)

[60 20 00 03 06](#) - Follow safety procedures when working at heights (Take necessary precautions and follow a set of measures that assess, prevent and tackle risks when working at heights. Prevent endangering people working under these structures.)

[60 20 00 03 03](#) - Work ergonomically (Apply ergonomics principles in the organisation of the workplace and while manually handling equipment and materials.)

[60 20 00 03 04](#) - Use personal protection equipment (Assess the need for personal protection equipment according to training, instruction and manuals. Inspect the equipment and use it consistently.)

[60 30 00 03 08](#) - Work safely with machines (Check and safely operate machines and equipment required according to manuals and instructions.)

[60 40 00 03 09](#) - Work safely with chemicals (Take the necessary precautions for storing, using and disposing chemical products.)

[60 45 00 03 07](#) - Work safely with mobile electrical systems under supervision (Take the necessary precautions while providing temporary power distribution for performance and art facility purposes under supervision.)

[60 45 00 03 17](#) - Ensure safety of mobile electrical systems (Take the necessary precautions while providing temporary power distribution independently. Measure and power up an installation.)

[60 50 00 05 21](#) - React to emergency situations in a live performance environment (Assess and react to an emergency, such as fires, threats, accidents or other calamities by alerting emergency services and by taking appropriate measures to safeguard or evacuate workers, participants, visitors or audience according to established procedures.)

[60 70 00 05 27](#) - Provide first aid (Administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.)

[60 80 00 03 05](#) - Prevent fire in a performance environment (Take steps to prevent fire in a performance environment. Make sure the space complies with fire safety rules, with sprinklers and fire extinguishers installed where necessary. Make sure staff are aware of fire prevention measures.)

[60 80 00 03 15](#) - Perform first fire intervention (Intervene in the case of a fire in order to extinguish the fire or limit the effects pending the arrival of emergency services according to training and procedures.)

[60 90 00 03 02](#) - Follow environmentally-sustainable work practices (Apply principles, policies and regulations aimed at environmental sustainability in the workplace.)

[70 11 00 03 10](#) - Promote yourself (Market yourself to others by promoting one's competences and abilities.)

[70 11 00 03 20](#) - Manage personal professional development (Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about your practice and through contact with peers and stakeholders.)

[70 11 00 04 30](#) - Document your own practice (Register your own work practice for different purposes such as assessments, time management and job applications.)

[70 15 00 03 10](#) - Develop professional network (Reach out to and meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.)

[70 30 00 04 60](#) - Maintain system layout for a production (Establish a workable layout for the system you manage and maintain it for the duration of a production.)

[70 51 00 04 20](#) - Manage consumables stock (Supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.)

[70 51 00 03 30](#) - Manage technical resources stock (Oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.)

[70 51 00 20 40](#) - Monitor the quality of delivered goods (Receive and accept items from suppliers or productions and ensure they meet technical and safety standards.)

[70 55 00 05 30](#) - Promote health and safety (Encourage the importance of a safe working environment. Coach and support staff to participate actively in the continuous development of a safe working environment.)

[70 56 00 05 20](#) - Update Budget (Make sure that a given budget remains up to date using most recent and most accurate information. Anticipate possible variations and ensure that the set budgetary goals can be reached within the given context.)

[70 71 00 03 10](#) - Keep personal administration (File and organise personal administration documents comprehensively.)

Planning (10)

[70 20 10 04 30](#) - Plan teamwork (Organise the working schedule of a group of people in order to meet all time and quality requirements.)

[70 30 10 05 10](#) - Develop project schedule (Define the project completion stages and create a timeline. Synchronise necessary activities, taking into account the convergence of production elements. Establish a schedule.)

Running the Show (40)

[00 00 40 03 10](#) - Communicate during show (Interact efficiently during a live performance, in order to anticipate any possible malfunctionings.)

After the Show (50)

[00 00 50 03 20](#) - Store performance equipment (Dismantle sound, light and video equipment in a safely manner after a performance event. Make sure the equipment is correctly stored away.)

Contents

- [TeBeVAT Mentor Profile Description](#)
- [Occupational Profiles](#)
 - [Profile competences](#)
 - [Counselling and Guidance](#)
 - [Communication and Feedback](#)
 - [Guidance to Training, Education and Job Market](#)
 - [Quality and Ethics](#)
 - [Professional Development](#)
 - [Administration](#)
 - [Knowledge](#)
 - [Profile training](#)
 - [Profile references](#)

TeBeVAT Mentor Profile Description

[Profile title](#)

Mentor for Prior Learning

[Profile description](#)

A mentor provides guidance and advice to prepare a candidate for recognition of prior learning. They help clients achieve their objectives for their personal development and advise on further training, learning or job market access.

[Profile EQF level](#)

[ESCO reference \(if applicable\)](#)

[Profile scope note](#)

Apart from the specific skills needed to coach candidates, the mentor also needs a profound understanding of:

- The field, and the occupations
- The different standards, assessment methods and procedures of the targeted occupations
- The educational and training field

This is not further developed in this profile, as it depends on the type of field, education and assessment.

[Profile competences](#)

Counselling and Guidance

[50 60 00 05 15](#) - **Analyse problems for opportunities** (Identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.)

[70 22 00 05 30](#) - **Identify customer's needs** (Use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.)

[70 22 00 05 40](#) - **Work with different target groups** (Work with a variety of target groups based on age, gender and disability.)

[70 22 00 05 45](#) - **Assist clients with special needs** (Aid clients with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.)

[90 10 00 05 05](#) - **Coach clients** (Actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.)

[90 10 00 05 10](#) - **Use consulting techniques** (Advise clients in different personal or professional matters.)

[90 10 00 05 15](#) - **Counsel clients** (Assist and guide clients to overcome their personal, social, or psychological issues.)

[90 10 00 05 20](#) - **Provide career counselling** (Advise beneficiaries on future career options through counselling and, potentially, through career testing and evaluation.)

[90 10 00 05 21](#) - **Advise on career** (Provide personalised help, guidance and information to people in order to make them grow in their careers.)

[90 10 00 05 30](#) - **Assist clients with personal development** (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.)

Communication and Feedback

[50 10 00 05 20](#) - **Listen actively** (Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.)

[50 10 00 05 30](#) - **Use different communication channels** (Use various types of communication channels such as verbal, handwritten, digital and telephonic communication with the aim of constructing and sharing information and ideas.)

[50 20 00 05 10](#) - **Have emotional intelligence** (Recognize one's own and other people's emotions, distinguish correctly between them and observing how they can influence one's environment and social interaction and what can be done about it.)

[90 10 00 05 90](#) - **Give constructive feedback** (Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.)

[90 20 00 05 30](#) - **Use questioning techniques for assessment** (Use different questioning techniques, adapted to the type of information to be gathered. (e.g. STARR interviews, semi-structured interviews, ...)

[90 20 00 05 12](#) - **Assess candidates** (Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.

Guidance to Training, Education and Job Market

[90 10 00 05 70](#) - **Identify training needs** (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.)

[90 10 00 05 75](#) - **Advise on training courses** (Provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.)

[90 10 00 05 80](#) - **Provide assistance with job search** (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.)

[90 10 00 05 85](#) - **Facilitate job market access** (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.)

Quality and Ethics

[70 58 00 05 10](#) - **Follow ethical code of conduct in assessment situations** (Carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates)

SCOPE NOTE: is a narrower competence than: <http://data.europa.eu/esco/skill/b2f925ed-3ebd-4f78-b98e-d5d4678e83b5>

[70 58 00 05 20](#) - **Apply quality standards to the interaction with candidates** (Follow established procedures which prevent errors in the conception and implementation of an assessment)

SCOPE NOTE: is a narrower competence than <http://data.europa.eu/esco/skill/236526e2-d5a8-436b-91d1-47e5d431e7ea>

Professional Development

[50 30 00 04 10](#) - **Reflect on practice** (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.)

[70 11 00 03 20](#) - **Manage personal professional development** (Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about own practice and through contact with peers and stakeholders.)

[70 11 00 03 40](#) - **Monitor developments in field of expertise** (Keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.)

[70 15 00 03 40](#) - **Establish educational network** (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.)

[70 15 00 03 10](#) - **Develop professional network** (Reach out to and meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.)

[70 11 00 05 45](#) - **Monitor educational developments** (Monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.)

Administration

[40 00 00 03 10](#) - **Keep personal administration** (File and organise personal administration documents comprehensively.)

[40 00 00 03 20](#) - **Maintain professional administration** (File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.)

Knowledge

[KNO01](#) - **Professional transition in an arts career** (Be aware of the structure of a professional career, including instruction, professional performance, and professional transition. Assess the current stage of your career and possible trends based on your age, professional background, achievements etc. Be aware of the reality of professional transition, instruction, financial and advice needs.)

[KNO02](#) - **Assessment processes** (Various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees. Different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.)

Profile training

Profile references

Contents

- [TeBeVAT Assessor Profile Description](#)
 - [Profile competences](#)
 - [Assessment](#)
 - [Communication and Feedback](#)
 - [Quality and Ethics](#)
 - [Professional Development](#)
 - [Administration](#)
 - [Knowledge](#)
 - [Profile training](#)
 - [Profile references](#)

TeBeVAT Assessor Profile Description

[Profile Title](#)

Assessor for Prior Learning

[Profile description](#)

An assessor for prior learning measures the existing competences, skills and knowledge of a candidate for a qualification or certificate, according to a pre-defined standard or procedure, and judges objectively against the corresponding performance criteria.

[Profile EQF level](#)

[ESCO reference \(if applicable\)](#)

<http://data.europa.eu/esco/occupation/20786e6d-36f0-4d1e-b033-05101fa71f3c>

[Profile scope note](#)

Apart from the specific skills needed to assess candidates, the assessor also needs a profound knowledge of the following:

- The field, and the occupations
- The qualifications and standards for the targeted occupations
- The different standards, assessment methods and procedures of the targeted occupations

Assessors need to have substantial demonstrable experience in the targeted occupations they assess.

This is not further developed in this profile, as it depends on the type of field, education and assessment method.

[Profile competences](#)

Assessment

[90 20 00 05 10](#) - establish a work environment where candidates can demonstrate their competences (Familiarise the candidate with the assessment situation and guide them through the process)

NOTE: Derived from create a work environment where performers can develop their potential (<http://data.europa.eu/esco/skill/cbd72961-64fa-4714-84ad-382318341059>)

[90 20 00 05 12](#) - Assess candidates (Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.

[90 20 00 05 20](#) - monitor assessment (Monitor the assessment process in the workplace, educational context or in validation situation)

NOTE: derived from monitor assessment

<http://data.europa.eu/esco/skill/9f4b0bcb-e2eb-4e8c-b866-f868073af856>

[90 20 00 05 15](#) - show impartiality in an assessment situation (Assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.)

NOTE: derived from show impartiality <http://data.europa.eu/esco/skill/2058f70f-af29-460d-b319-9048c6db0d18>

[70 22 00 05 45](#) - Assist clients with special needs (Aid clients with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.)

[90 20 00 05 80](#) - deliberate assessment results (Interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.)

NOTE: concept is new to ESCO

Communication and Feedback

[50 10 00 05 20](#) - Listen actively (Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.)

[50 20 00 05 10](#) - Have emotional intelligence (Recognize one's own and other people's emotions, distinguish correctly between them and observing how they can influence one's environment and social interaction and what can be done about it.)

[90 10 00 05 90](#) - Give constructive feedback (Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.)

[90 20 00 05 30](#) - Use questioning techniques for assessment (Use different questioning techniques, adapted to the type of information to be gathered. (e.g. STARR interviews, semi-structured interviews, ...)

Quality and Ethics

[70 58 00 05 10](#) - Follow ethical code of conduct in assessment situations (Carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates)

SCOPE NOTE: is a narrower competence than: <http://data.europa.eu/esco/skill/b2f925ed-3ebd-4f78-b98e-d5d4678e83b5>

[70 58 00 05 20](#) - Apply quality standards to the interaction with candidates (Follow established procedures which prevent errors in the conception and implementation of an assessment)

SCOPE NOTE: is a narrower competence than <http://data.europa.eu/esco/skill/236526e2-d5a8-436b-91d1-47e5d431e7ea>

Professional Development

[50 30 00 04 10](#) - **Reflect on practice** (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.)

[70 11 00 03 20](#) - **Manage personal professional development** (Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about own practice and through contact with peers and stakeholders.)

[70 11 00 03 40](#) - **Monitor developments in field of expertise** (Keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.)

[70 15 00 03 10](#) - **Develop professional network** (Reach out to and meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.)

Administration

[40 00 00 03 10](#) - **Keep personal administration** (File and organise personal administration documents comprehensively.)

[40 00 00 03 20](#) - **Maintain professional administration** (File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.)

[90 20 00 05 90](#) - document an assessment according to the set guidelines (Observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations. Adhere to a pre-defined frame of reference. Structure the protocol comprehensible for others.)

NOTE: concept is new to ESCO

[90 20 00 05 85](#) - manage the documentation of an assessment according to the set guidelines (Set-up templates and agree upon competences which are to be assessed. Prepare the assessment protocol accordingly. Provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.)

NOTE: concept is new to ESCO

Knowledge

[KNO02](#) - **Assessment processes** (Various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees. Different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.)

Profile training

Profile references

															ESCO Competences	
01	02	03	04	05	06	07									ESCO Description	
Lighting Equipment	Mechanical Distribution	Audio Distribution	Sound Distribution	Stage Environment	Video and Media Integration	Work and Organisation	MENTAL	ESB	Field of competence	Sub-field of competence	Place of competence	Level	Enunits	ESCO Concept URI	ESCO Competence	
						07			General	00	00	00	03	10	LINK	Preparation of personal work
						07			General	00	00	00	03	20	LINK	Use of technical documentation
						07			General	00	00	00	04	30	LINK	Set up equipment in a set in a timely manner
						07			General	00	00	40	03	10	LINK	Communicate during show
						07			General	00	00	50	03	10	LINK	De-rig and electronic equipments
						07			General	00	00	50	03	20	LINK	Store performance equipment and video

							equipment in a safely manner after a performance event. Make sure the equipment is correctly stored away.
01	Lighting	00	10	04	20	LINK	Draw up lighting plan Create technical drawings and documentation within the lighting department.
01	Lighting	00	20	04	10	LINK	Read lighting plans Interpret instructions on the light plan to determine the lighting equipment needed and the right placing.
01	Lighting	00	20	04	23	LINK	Prevent technical problems with lighting equipment Anticipate possible technical problems lighting equipment.
01	Lighting	00	20	04	25	LINK	Set up lighting board/console Install, connect and test lighting board/console in a live performance environment.

01	Lighting	01	00	20	04	26	LINK	Distribute control signals between light boards, dimmers and other lighting equipment. Control systems can be either DMX or network based.
01	Lighting	01	00	20	04	28	LINK	Operate dimmer equipment and operate dimmer equipment (with plug and socket) in a live performance environment.
01	Lighting	01	00	20	04	29	LINK	Install lighting connect and test lighting equipment in a live performance environment.
01	Lighting	01	00	20	04	30	LINK	Focus lighting equipment Set ready installed conventional lighting equipment, based on directions and information from somebody on the floor.

01	Lighting	01	00	20	04	50	LINK	Plot lighting states and try out lighting states. These control the lights on stage by the use of levers or pushes.
01	Lighting	01	00	40	04	50	LINK	Operate a lighting console during rehearsal or live situations, based on visual cues or documentation.
01	Lighting	01	00	60	04	10	LINK	Maintain lighting equipment repair electrical, mechanical and optical lighting elements.
01	Lighting	01	00	60	04	11	LINK	Maintain dimmer equipment Check dimmer equipment. Take the appropriate steps if the equipment is defective, correcting the defect yourself or forwarding

								it to a specialised repair service.
01	Lighting	01	10	20	03	10	LINK	Set up and follow spots Install and follow spots in different types of locations.
01	Lighting	01	10	40	03	10	LINK	Operate follow spots Operate follow spots during a live performance based on visual cues or documentation.
01	Lighting	01	30	20	04	20	LINK	Rig automated lights Connect, rig and de-rig automated lights and replace optical accessories.
01	Lighting	01	30	20	05	50	LINK	Plot lighting states with automated lights Technically manipulate light boards with automated lights. Set up and try out lighting states with automated lights.
01	Lighting	01	30	60	04	10	LINK	Maintain automated lighting equipment Check equipment repair automated

								ensure correct functioning of the audio equipment. Anticipate possible technical problems during a live show.
04	Sound	02	00	20	04	25	LINK	Perform soundchecks Perform 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.
04	Sound	02	00	20	05	30	LINK	Program sound cues Program sound cues and rehearse sound states before or during rehearsals.
04	Sound	02	00	40	04	44	LINK	Use audio reproduction software Operate software equipment that transform and reproduce

									digital, analogue sounds and sound waves into the desired perceivable audio to be streamed.
04	Sound	02	00	40	04	60	LINK	Prevent undesired changes to sound design	Adapt maintenance of sound equipment to prevent undesired changes in the sound balance and design, safeguarding the overall production quality.
04	Sound	02	00	60	04	10	LINK	Maintain sound equipment	Set up, maintain and repair sound equipment for a live performance establishment.
04	Sound	02	10	40	05	20	LINK	Mix sound in a live situation	Combine audio signals from multiple sound sources during rehearsals or in a live situation.
04	Sound	02	10	40	05	25	LINK	Monitor mixing in a live	Oversee mixing in a live

									speed effects and removing unwanted noises.
04		Sound	02	30	20	04	10	LINK	Tune up wireless audio systems Adjust a wireless audio system in a live situation.
04		Sound	02	40	40	03	10	LINK	Use communication equipment Set and operate different types of communication equipment such as transmission equipment, digital network equipment, or telecommunications equipment.
	05	Stage	03	00	10	04	10	LINK	Draw stage layouts Sketch or manually draw stage layouts, which depicts the arrangement of various elements on stage.
02	05	Stage	03	00	20	04	10	LINK	Set up technical stage equipment Install mechanical technical stage equipment. Test the installation to make sure everything is in

										working order.
	05		Stage	03	00	20	03	20	LINK	Assemble scenic elements on stage Assemble scenic elements, dance and stage floors and stage cloths, based on written documents.
	05		Stage	03	00	20	03	21	LINK	Assemble the rehearsal set Put together prepared scenic elements to prepare the rehearsal set.
	05		Stage	03	00	20	04	30	LINK	Prevent technical problems with scenic elements Anticipate possible technical problems with scenic elements.
02	05		Stage	03	00	20	04	31	LINK	Prevent technical problems with stage equipment Anticipate possible problems with mechanical stage equipment, electromechanical stage equipment.
	05		Stage	03	00	30	03	40	LINK	Handle scenic elements during rehearsal Operate and assemble equipment scenery material during rehearsal or onstage.
02			Stage	03	00	40	04	10	LINK	Operate stage movement control system Command control systems stage movement, e.g. flying mechanisms.

								Use manual or electric systems.
02		Stage 03	00	60	04	10	LINK	Maintain stage equipment for horizontal movement Execute maintenance activities on mechanical equipment for horizontal movement on stage level.
02	05	Stage 03	10	10	04	30	LINK	Provide documentation Prepare, distribute documentation to ensure all people involved in the production receive relevant and up-to-date information.
	05	Stage 03	10	20	04	31	LINK	Mark the information from the ground plans on the stage area Interpret the designs and other scenic drawings to clearly mark the information from the ground plans to the stage area.
02	05	Stage 03	10	40	04	22	LINK	Interact with actions on stage Take cues from actions on the stage and

06	Image	05	00	20	04	20	LINK	Adjust projector	image equipment. Modify controls of projection equipment to obtain a clear and well-positioned image.
06	Image	05	00	40	04	20	LINK	Run a projection	Operate projection equipment safely and efficiently to project images on a background in an artistic or cultural context.
06	Image	05	00	60	04	10	LINK	Maintain audiovisual equipment	Perform maintenance tasks on audiovisual equipment as well as minor repairs, such as replacing parts and calibrating the instruments, on equipment used in processing sound and images.
06	Image	05	10	20	03	10	LINK	Set up cameras	Put cameras their

										specified places and prepare them for use.
06	Image	05	10	40	05	20	LINK	Mix live images	Follow video streams of a live event and mix them together using specialised equipment and software.	
03	Technical	10	20	10	04	10	LINK	Assess power needs	Separate and manage the provision of electrical power for different areas.	
03	Technical	10	20	20	04	20	LINK	Set up generators	Install and operate generators as power supplies according to regulations and specifications.	
03	Technical	10	20	20	03	30	LINK	Provide power distribution	Maintain power distribution for light, stage, sound, video and recording purposes.	
03	Technical	10	20	60	04	10	LINK	Maintain electrical equipment	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.
05	Set & Props	12	00	30	03	20	LINK	Dismantle the rehearsal set	Take apart prepared scenic elements after the rehearsal.
05	Set & Props	12	00	40	03	10	LINK	Change scenic elements during performance	Adjust scenic elements during performance and follow the relevant documentation.
05	Set & Props	12	20	60	04	10	LINK	Maintain theatre sets	Check, maintain and repair stages and sets.
07	Logistics	15	20	00	03	10	LINK	Rig loads	Attach and unattach loads. Account for weight, power, static and dynamic tolerances of materials and the system's mass

01	02	04	06	Artist	30	00	20	04	10	LINK	technical design. Alter existing designs to design changed circumstances and ensure that the artistic quality of the original design is reflected in the final result.
01	02	04	06	Artist	30	00	20	04	15	LINK	Adapt artist's plan to other locations with respect for the artistic concept.
01	02	04	06	Artist	30	00	20	04	20	LINK	Support a designer in the developing process. Provide assistance and support to designers throughout the course of the development process.
01	02	04	06	Artist	30	00	30	03	10	LINK	Adapt to artists' creative demands. Work with artists, understanding the creative vision and adapting to it. Make full use of

									your expertise and capabilities to reach the best possible result.
07	Artist	30	05	00	04	10	LINK	Keep up with trends	Monitor and follow new trends and developments in specific sectors.
07	Administration	60	00	00	03	02	LINK	Maintain a safe, hygienic and secure working environment	Apply basic safety, hygiene and security measures according to training instruction and based on a solid understanding of the risks to you and your colleagues.
07	Health & Safety	60	00	00	03	06	LINK	Follow safety procedures when working at heights	Take necessary precautions and follow a list of measures that assess, prevent and tackle risks when working at heights. Prevent endangering people

								working under these structures.
07	Health & Safety	60	20	00	03	01	LINK	Work with the respect for own safety Apply the safety rules according to training and instruction and based on a solid understanding of the prevention measures and risks to your own personal health and safety.
07	Health & Safety	60	20	00	03	03	LINK	Work ergonomically Apply principles in the organisation of the workplace and while manually handling equipment and materials.
07	Health & Safety	60	20	00	03	04	LINK	Use personal protection equipment Assess personal protection equipment according to training, instruction and manuals. Inspect the equipment and use

								it consistently.
07	Health & Safety	60	30	00	03	08	LINK	Work safely with machines and equipment required according to manuals and instructions.
07	Health & Safety	60	40	00	03	09	LINK	Work safely with chemicals for storing, using and disposing chemical products.
07	Health & Safety	60	45	00	03	07	LINK	Work safely with mobile electrical systems under supervision Take the necessary precautions for distribution for performance and art facility purposes under supervision.
07	Health & Safety	60	45	00	03	17	LINK	Ensure safety of mobile electrical systems Take the necessary precautions for providing temporary power distribution independently. Measure and power up an installation.
07	Health & Safety	60	50	00	05	21	LINK	React to emergency situations in a Assess and react to emergency situations in a

										live emergency, performance environment fires, threats, accidents or other calamities by alerting emergency services and by taking appropriate measures to safeguard or evacuate workers, participants, visitors or audience according to established procedures.
07	Health & Safety	60	70	00	05	27	LINK	Provide first aid	Administer cardiopulmonary resuscitation or first aid in order to provide help to a sick or injured person until a complete medical treatment is available.	
07	Health & Safety	60	80	00	03	05	LINK	Prevent fire in a performance environment	Take steps to prevent fire in a performance environment. Make sure	

									the space complies with fire safety rules, with sprinklers and fire extinguishers installed where necessary. Make sure staff are aware of fire prevention measures.
07	Health & Safety	60	80	00	03	15	LINK	Perform first fire intervention	Intervene in the fire intervention of a fire in order to extinguish the fire or limit the effects pending the arrival of emergency services according to training and procedures.
07	Health & Safety	60	90	00	03	02	LINK	Follow environmentally-sustainable work practices	Apply environmentally-sustainable work practices and regulations aimed at environmental sustainability in the workplace.
07	Management	70	11	00	03	10	LINK	Promote yourself	Market yourself

									to others by promoting one's competences and abilities.
07	Management	70	11	00	03	20	LINK	Manage personal professional development	Take responsibility for personal professional development learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about your practice and through contact with peers and stakeholders.
07	Management	70	11	00	04	30	LINK	Document your own practice	Register your own work practice for different purposes such as assessments, time management and job applications.
07	Management	70	15	00	03	10	LINK	Develop professional network	Develop professional network and

								meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.
07	Manage	70	20	10	04	30	LINK	Plan teamwork Organise working schedule of a group of people in order to meet all time and quality requirements.
07	Manage	70	30	00	04	60	LINK	Maintain system layout for a production Establish workable layout for production system you manage and maintain it for the

								duration of a production.
07	Management	70	80	10	05	10	LINK	Develop project schedule Define project completion stages and create a timeline. Synchronise necessary activities, taking into account the convergence of production elements. Establish a schedule.
07	Management	70	51	00	04	20	LINK	Manage consumables stock Supervise and monitor consumables stock to ensure that the production demands and deadlines can be met at all times.
07	Management	70	51	00	03	30	LINK	Manage technical resources stock Oversee and monitor technical resources stock to ensure that production demands and deadlines can be met at all times.

									of any problems related to technical and material resources.
07	Management	70	55	00	05	30	LINK	Promote health and safety	Encourage the importance of a safe working environment. Coach and support staff to participate actively in the continuous development of a safe working environment.
07	Management	70	56	00	05	20	LINK	Update Budget	Make sure that a given budget remains up to date using most recent and most accurate information. Anticipate possible variations and ensure that the set budgetary goals can be reached within the given context

01: Sectoral Layer - Occupational Profiles

02	03	04	05	06		Management	70	56	10	05	30	LINK	Budget set costs. Prepare set production budgets.	
			05			Management	70	58	20	04	20	LINK	Ensure visual quality of the set Inspect and mend the scenery and set-dressing to make sure the visual quality is optimal within constraints of time, budget and manpower.	
02	03	04	05	06	07	Management	70	71	00	03	10	LINK	Keep personal administration File personal administration documents comprehensively.	
01	02	03	04	05	06	Trade	80	00	10	04	10	LINK	Advise client on technical possibilities Apply one's expertise on technical systems to advise the client about the possibility or specifics of a project.	
Mentor and Assessor						M	Counseling & Guidance	70	22	00	05	30	LINK	Identify customer needs Prepare appropriate questions and active listening in order to identify customer

								expectations, desires and requirements according to product and services.
M	Counseling & Guidance	50	60	00	05	15	LINK	Analyze problems for opportunities Identify problems, anticipate opportunities in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
M	Counseling & Guidance	90	10	00	05	05	LINK	Coach clients Actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
M	Counseling & Guidance	90	10	00	05	10	LINK	Use consulting techniques Advise clients on different personal or professional matters.
M	Counseling & Guidance	90	10	00	05	20	LINK	Provide career counselling Advise beneficiaries future career options through

								counselling and, potentially, through career testing and evaluation.
M	Counselling & Guidance	99	10	00	05	21	LINK	Advice on career Provide personalised help, guidance and information to people in order to make them grow in their careers.)
M	Counselling & Guidance	99	10	00	05	30	LINK	Assist clients with personal development 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.)
M	Counselling & Guidance	70	22	00	05	40	LINK	Work with different target groups Work with a variety of target groups based on age,

									gender and disability.
M	Counselling & Guidance	70	22	00	05	45	LINK	Assist clients with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.	
A	Assessment	90	20	00	05	10	LINK	NOTE Establish a work environment where candidates can demonstrate their competences develop through the potential process	
A	Assessment	90	20	00	05	12	LINK	NOTE Assess 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.

A **Assessment** **20** **20** **00** **05** **20** [LINK](#) **NOTES** **Monitor**
 derive **assessment**
 from assessment
 monitor process
 assessment in
 the
 workplace,
 educational
 context
 or in
 validation
 situation

A **Assessment** **20** **20** **00** **05** **15** [LINK](#) **NOTES** **Show**
 derive **impartiality**
 from in based
 show an on
 impartial assessment
 situation
 and
 methods
 according
 to a
 pre-
 defined
 standard
 or
 procedure,
 taking
 into
 account
 prejudice
 or
 bias,
 to
 make
 or
 facilitate
 objective
 and
 transparent
 decisions.)

A **Assessment** **20** **22** **00** **05** **45** [LINK](#) **NOTES** **Assist**
 derive **clients**
 from with
 show special
 impartial needs
 following
 relevant
 guidelines
 and
 special
 standards.
 Recognise
 their
 needs
 and
 accurately

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.)

M A Communication & Feedback 50 10 00 05 30 [LINK](#)

Use different communication channels

communication channels such as verbal, handwritten, digital and telephonic communication with the aim of constructing and sharing information and ideas.

M A Communication & Feedback 90 20 00 05 30 [LINK](#)

Use questioning techniques for assessment
Derive questioning techniques from use for assessment techniques to the type of information

									and set up methods of formative assessment to evaluate work.)
M	Training Education Job Market	90	10	00	05	70	LINK	Identify training needs	Analyse 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.)
M	Training Education Job Market	90	10	00	05	75	LINK	Advise on training courses	Provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
M	Training Education	90	10	00	05	80	LINK	Provide assistance with or	Help assistants

									accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates
M	A	Quality & Ethics	70	58	00	05	20	LINK	<p>NOTES: Apply Follow is a quality established standards procedures to which the prevent the interaction with in candidates conception and implementation of an assessment</p>
M	A	Professional Development	70	11	00	03	20	LINK	<p>NOTES: Manage Take personal responsibility professional development learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about own practice</p>

M A Professional Development 50 30 00 04 10 [LINK](#)

and through contact with peers and stakeholders.

Reflection on practice Routinely evaluate 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.

M A Professional Development 50 30 00 03 40 [LINK](#)

Monitoring developments in field of expertise Keep up with new research, innovations, and other significant changes, labour market related or otherwise, occurring

										within the field of specialisation.
M		Professional Development	70	15	00	03	40	LINK	Establish educational networks	Establish 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.
M	A	Professional Development	70	15	00	03	10	LINK	Develop professional network	Check with TeBeVat SL and meet up with people in a professional context. Find common ground and use your

contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.

M Professional Development 00 05 45 [LINK](#)

Monitor educational developments
in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.

M A Administration 00 03 20 [LINK](#)

Maintain professional administration
professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.

M	A	Administration	10	00	03	10	LINK	Keep personal administration documents comprehensively.
A	Administration	90	20	00	05	90	NO LINK concept is new to ESCO	Document a assessment according to use the existing templates guidelines protocol answers and information collected during tests, interviews, or simulations. Adhere to a pre-defined frame of reference. Structure the protocol comprehensible for others.
A	Administration	90	20	00	05	85	NO LINK concept is new to ESCO	Manage the documentation of an agreement assessment according to which are set to guidelines assessed. Prepare the assessment protocol accordingly. Provide and distribute relevant documents for the assessment with authorities,

M

KNO
01

[LINK](#)

KNO
01

Professional transition

clients, or colleagues according to a communication plan.

in of the structure of a professional career, including instruction, professional performance, and professional transition. Assess the current stage of your career and possible trends based on your age, professional background, achievements etc. Be aware of the reality of professional transition, instruction, financial and advice needs.

M

A

KNO
02

[LINK](#)

KNO
02

Assessment process

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.

Competences that were originally considered but later discarded

04	Sound	02	00	40	04	40	LINK	Operate an audio mixing console Handle an audio mixing system during rehearsals or during live performances.
04	Sound	02	10	40	04	10	LINK	Operate sound live Handle sound system and audio devices during rehearsals or in a live situation.
04	Sound	02	20	10	04	10	LINK	Plan a recording Make the necessary arrangements to record music in a studio.
04	Sound	02	20	20	05	25	LINK	Set up a multi-track recording Make the necessary preparations to record music or other

									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.
05	Fly Systems	04	50	20	03	20	LINK	When 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.	
05	Fly Systems	04	50	20	03	25	LINK	Set up stage decks	Set heavy duty decks in place on top of

									stage scaffolding to serve as a secure space for performance, seating or crew activities. Cover it with flooring planks if called for.
05	Fly Systems	04	50	20	03	28	LINK	Position 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.
05	Fly Systems	04	50	20	03	41	LINK	Attach roofing cover	to a temporary construction in order to keep rain

									and other weather influences out.
05	Fly Systems	04	50	20	03	50	LINK	Install temporary audience accommodation, including it into place with a scaffolding system if required.	
05	Fly Systems	04	50	50	03	10	LINK	Disassemble scaffolding gently a scaffolding structure according to a plan and in the set order.	
05	Fly Systems	04	60	10	03	10	LINK	Design rigging plots develop, draw, design and calculate rigging plots.	
05	Fly Systems	04	60	10	03	20	LINK	Calculate rigging plots compute rigging plots to determine how the rigging will operate during a performance.	
05	Fly Systems	04	60	60	03	10	LINK	Maintain chain hoists check, operate and repair chain hoists on various locations	
	Special Effects	06	30	00	04	10	LINK	Store technical materials safely technical materials used for	

								pyrotechnical stage effects.
07	Artist	30	05	00	04	20	LINK	Monitor developments in technology used for design Identify developments in technology and materials used in the live performance industry, in order to create an up-to-date technical background for one's personal design work.
07	Artist	30	12	10	05	30	LINK	Consult with the design team Discuss the project and design concepts with the design team, finalise proposals and present these to stakeholders.
07	Artist	40	10	50	05	20	LINK	Archive documentation related to the work Select documentation related to the ongoing or complete work and take steps to archive

								it in a way that ensures its future accessibility.
07	Health & Safety	60	00	00	03	13	LINK	<p>Maintain the serviceable personal standards and have a tidy appearance.</p>
07	Health & Safety	60	00	00	05	90	LINK	<p>Document all actions taken to improve health and safety, including incident reports, strategic plans, risk assessments and evaluations.</p>
07	Management	70	20	00	04	10	LINK	<p>Lead a team and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.</p>
07	Management	70	23	10	04	30	LINK	<p>Consult with stakeholders</p>

								on people implementation of a groups production hold a stake in the production. Be on the same page on the practical side of the production and keep them up to date.
07	Management	70	00	10	05	15	LINK	Plan workshop activity
	Management	70	00	00	05	10	LINK	Monitor supplies 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
07	Management	70	55	00	04	10	LINK	Write risk assessment on performing arts production	Assess risks, improvements describe production to be taken on a production level in performing arts.		
07	Management	70	56	10	05	20	LINK	Calculate design costs	Compute design costs to make sure the project is financially viable.		
07	Management	70	58	20	04	10	LINK	Update design results during rehearsal	Updating design results during rehearsal on observation of the stage image during the rehearsals, especially where the different designs and the action are integrated.		
07	Management	70	58	40	04	10	LINK	Perform quality control of design during	Control and ensure the quality of design		



