

Creative Venue Technician

Level 3

Assessment Plan

1. Introduction

This assessment plan has been designed by employers who have supported the development of the apprenticeship standard for Creative Venue Technician (CVT). The standard meets existing industry needs in terms of the knowledge, skills and behaviours required for a Creative Venue Technician to work safely and competently.

This document sets out the requirements and the process for end-point assessment (EPA) of the Creative Venue Technician apprenticeship and is designed for employers, apprentices, training providers and Assessment Organisations. All apprenticeship standards must include an independent end-point assessment to check the apprentice's overall performance against the standard and successful completion will lead to final certification of the apprenticeship. The goal is to drive up the quality of technicians joining the industry. Standards will combine precision, accuracy, robustness and depth of knowledge to act in response to areas of skills shortages within the industry, due to the continuing growth of the sector.

The duration of the apprenticeship is typically 24 months depending on prior qualifications and relevant experience. This document does not seek to describe the process and roles and responsibilities within the on-programme delivery of the apprenticeship. However, guidance for the on-programme period of learning is provided in section 2.

This assessment plan has been designed to ensure that:

- ✓ Apprentices meet the knowledge, skills, and behaviours as defined within the standard.
- ✓ The end-point assessment is appropriate, feasible and consistent.
- ✓ The process adds value to both the apprentice and employer.

2. Summary of Assessment

The recommended format of learning and assessment for the apprenticeship is separated into the following phases:

On-programme learning and assessment

This is the period of learning, development and continuous assessment which takes place throughout the duration of the apprenticeship (typically 24 months) and must meet the requirements detailed within the standard, including the entry, knowledge, skills and behaviours, as well as meeting any general apprenticeship requirements such as 20% off-the-job training.

The apprentice will maintain evidence of their work during the on-programme stage, as this will be required to support the end-point assessment. The compilation of a portfolio of evidence to support the Professional Discussion element of the end-point assessment is therefore required. Evidence can be gathered in the apprentice's chosen media e.g. video recordings, audio recordings, photographs, documents, training certificates, and testimonials. The portfolio of

evidence will not be assessed in itself – but can be used by the apprentice as a tool to underpin their responses during the Professional Discussion.

It is also recommended that apprentices follow a structured programme of study to ensure that evidence of full competency can be demonstrated during the gateway phase.

Gateway

This is where the employer and/or training provider is confident that the apprentice has met all the requirements of the apprenticeship and has demonstrated full competence against the knowledge, skills and behaviours and formally confirms to the Assessment Organisation that the apprentice is ready to pass to the end-point assessment phase.

Successful completion (if not previously achieved) of Level 2 English and Maths, plus completion of the apprentice's portfolio of evidence, will also be necessary to trigger the gateway.

The employer is responsible for making the final gateway decision.

End-Point Assessment

The end-point assessment is mandatory and synoptic and should take place within three months following the gateway decision. The aim is to confirm that the apprentice has met the requirements of the apprenticeship and has the necessary knowledge, skills and behaviours. The end-point assessment is essential to an individual passing the apprenticeship and the successful achievement of the apprenticeship certificate.

3. End-point Assessment Overview

The end-point assessment will be made up of two components, which are managed and assessed by the Assessment Organisation. These are:

Component	Area Assessed	Assessed By	Grading
Practical Observation	Knowledge, Skills and Behaviours	Assessment Organisation (Independent Assessor)	Fail / Pass / Distinction
Professional Discussion	Knowledge, Skills and Behaviours	Assessment Organisation (Independent Assessor)	Fail / Pass / Distinction

4. End-point Assessment Component Specification

4.1 Practical Observation

Key Facts:

- ✓ A 2.5-hour observation of the apprentice at work (including a 15-minute initial briefing session).
- ✓ Opportunity for the apprentice to demonstrate knowledge, skills and behaviours.

- ✓ Undertaken at the apprentice's normal place of work or an assessment centre – where a real work task or, if not reasonably practicable, a simulation will be presented from a range of scenarios, commensurate with the apprentice's acquired knowledge, skills and behaviours.
- ✓ At the end of the 2.5-hour Practical Observation there will be a 30-minute (maximum) dynamic question and answer session. This will explore the apprentice's broader knowledge of the principles, processes and techniques behind the skills they have demonstrated. This is to enable the assessor to expand upon their observations - to gain greater understanding of the choices made and outcomes achieved during the work task.
- ✓ Graded as a fail / pass / distinction.

The Practical Observation is an assessment of the apprentice within their work or external controlled environment allowing the apprentice, by means of a real or, if not reasonably practicable, a simulated work task, to demonstrate their knowledge, skills and behaviours. The apprentice will not know in advance the range of activities they will be assessed upon.

There will be no less than three activity criteria forming the work task e.g. safe preparation of equipment / pre-use checks, testing and fault-finding of the system, followed by successful delivery of the work task outcomes.

The apprentice will be briefed during the initial 15-minute session where they should be encouraged to ask questions, and to confirm their understanding of what is required of them during the observation.

The assessor will be permitted to ask the apprentice relevant open questions during the Practical Observation.

The Practical Observation will be designed and administered by the Assessment Organisation and will be conducted and assessed by the independent assessor, using a quality assured format. The Practical Observation should take place before the Professional Discussion and, where reasonably practicable, should take place on the same day.

The Practical Observation should reflect a frequent scenario from the apprentice's work activities and should include the planning, preparing, undertaking and reporting of the requirements detailed below. The Practical Observation will be chosen from a bank of work task scenarios.

The Practical Observation will show how well the apprentice can meet the requirements of the standard.

The Practical Observation will be graded using criteria developed by the Assessment Organisation which will be aligned to the grading profile below:

1. A **fail** candidate may demonstrate difficulty in making their own decisions and planning the work task effectively. They may not demonstrate appropriate consideration to health and safety legislation and safe working practices. They may have difficulty in getting on with the task, lacking in confidence when undertaking activities to the standard and level of detail expected. They may have difficulty in recognising and rectifying mistakes, performing checks and seeking out additional information and documentation as required. They may demonstrate difficulty in gathering relevant information and preparing documents accurately and succinctly.
2. A **pass** candidate is capable of making their own decisions and will be able to demonstrate effective planning methodology, which is logical and shows consideration to health and safety legislation and safe working practices. They will be able to get on with the task demonstrating confidence when undertaking activities to the standard and level of detail expected, although some areas of complexity may present a challenge. They are able to

recognise and rectify mistakes, perform checks and seek out additional information and documentation as required. They will be able to gather relevant information and prepare documents accurately and succinctly.

3. A **distinction** candidate will in addition, be able to actively seek ways in which plans and activities can be adapted to increase efficiency and effectiveness of the task. They will utilise opportunities above the minimum required to display their knowledge, skills and behaviours during the course of the task. They are confident in their abilities, are able to deal successfully with complexity and are able to speak up and challenge when appropriate.

Practical Observation Requirements

1. Planning	Access, analyse, interpret and prepare information and documentation relating to the task ensuring compliance with relevant procedures and requirements relating to safe systems of work.
2. Preparation	<p>Prepare and establish the work environment, selecting the appropriate personal protective equipment (PPE), tools, and access equipment, ensuring these are safe and suitable for use, and ensure the work environment complies with the relevant policies and procedures relating to Health and Safety and codes of conduct.</p> <p>Assemble and configure technical structures and systems used to facilitate live performance, employing investigative fault-finding techniques as required and confirming compliance in accordance with the specification, whilst demonstrating a range of stagecraft techniques and the ability to ensure the security and control of equipment.</p>
3. Undertaking	Operate and maintain technical equipment under live performance/rehearsal conditions following specified procedures, protocols and communication strategies.
4. Reporting	Extract and interpret relevant information and produce records, reports and other documentation as required.

How the Practical Observation requirements relate to the knowledge, skills and behaviours detailed within the apprenticeship standard is shown in Annex A.

4.2 Professional Discussion

Key Facts:

- ✓ A minimum of 1¾ hours up to a maximum of 2 hours structured discussion between the apprentice and the independent assessor.
- ✓ Explores the period of on-programme learning and development.
- ✓ Assesses technical knowledge as well as evidence of the apprentice's skills and behaviours.
- ✓ Graded as a fail / pass / distinction.

The Professional Discussion is a structured meeting between the apprentice and the independent assessor which is expected to run for up to 2 hours. The employer will be permitted to be present to introduce the apprentice, confirm their role within the company-However, they must not lead or provide answers on behalf of the apprentice.

The Professional Discussion will include questioning on:

- The knowledge, skills and behaviours in the standard as defined by the requirements below.

The Professional Discussion should be planned in advance to allow the apprentice time to prepare. The apprentice will bring supporting material/evidence, gathered during the period of on-programme learning, to the discussion to assist in the demonstration of their knowledge, skills and behaviours. Supporting material should be in the form of a portfolio of evidence in the apprentice's chosen media (as described in section 2 above).

The Professional Discussion will be conducted in a 'controlled environment' i.e. a quiet room. Where the discussion is not face-to-face, independent assessors must ensure adequate controls are in place to maintain fair and accurate assessments, and have robust procedures in place to authenticate the learners' identity.

The independent assessor will follow the requirements of the Assessment Organisation and record their evidence in a formal report. This report must be made available to the apprentice within five working days of the Professional Discussion having taken place.

Professional Discussion Requirements

1. The principles of stage and production design, construction and application within cultural venues.
2. Safe and sustainable working practices and legislation, regulation, industry and organisational policies, procedures and requirements relating to health and safety.
3. Safety and compliance requirements and procedures involved in preparation, inspection and maintenance of systems and equipment, and why these are important.
4. Electrical and mechanical properties, processes, systems, techniques and procedures relating to the technical stagecraft environment.
5. The commercial environment in which the organisation operates, the application of efficient and effective working practices including time management and financial considerations.
6. Personal and professional development and ability to identify and suggest improvements and adapt to the changing environment in line with organisational and performance vision.
7. Working with and respecting others, maintaining effective professional relationships, including establishing lines of communication with clear personal and organisational benefits.

How the Professional Discussion requirements relate to the knowledge, skills and behaviours detailed within the apprenticeship standard is shown in Annex A.

The Professional Discussion will be graded using criteria developed by the Assessment Organisation which will be aligned to the grading profile below:

1. A **fail** candidate may demonstrate difficulty in responding to questions in an accurate, clear and well-defined manner. They may have difficulty in providing examples of own knowledge, skills and behaviours. They may have difficulty in expanding on information and providing evidence of wider logical thinking as required. They may have difficulty in stating implications and recognising of the importance of policies, procedures and requirements. They may demonstrate difficulty in understanding their own learning style and omit suggestions for future goals and objectives.

2. A **pass** candidate will respond to questions in an accurate, clear and well-defined manner providing examples of own knowledge, skills and behaviours. They are able to expand on information and provide evidence of wider logical thinking as required. They are able to state implications and recognise the importance of policies, procedures and requirements. They will understand their own learning style and are able to make suggestions for future goals and objectives.

3. A **distinction** candidate will in addition, proactively utilise opportunities to display their wider knowledge, skills and behaviours. They are able to confidently recall from a breadth of knowledge and demonstrate an understanding of the bigger picture. They are able to enter into scenario discussion, using concepts and theories in explaining application to new situations. They can communicate technical information confidently, completely and succinctly.

4.3 Cost Effectiveness

The end-point assessment methods have been developed with the intention of optimising cost effectiveness.

Where reasonably practicable, the Practical Observation and Professional Discussion will be undertaken on the same day with the same assessor in attendance.

The end-point assessment will be undertaken at the apprentice's normal place of work or an assessment centre, as close to the apprentice's place of work as reasonably practicable.

5. Summary of Roles and Responsibilities:

Employer	The employer supports the apprentice throughout the period of on-programme learning and development. They will ensure that all the necessary training has taken place and evidence collected in support of the apprenticeship requirements. They are responsible for confirming the apprentice is ready to progress to the end-point assessment via the apprenticeship gateway.
Training Provider	The training provider will develop and deliver the necessary training programmes and will work with the employer to ensure that the apprentice is continually assessed during the period of on-programme learning and development. They may also support the employer in confirming the apprentice is ready to progress to the end-point assessment.
Assessment Organisation	<p>Assessment Organisations will design, manage and administer the end-point assessment. They will source, allocate and manage the independent assessors, including ensuring they meet the role requirements. They must hold regular standardisation events and are responsible for the consistency of assessment decisions. They are also responsible for ensuring there are no unnecessary barriers or hindrance, cognitive or physical, to an apprentice completing assessments. Assessments and assessment environments must be designed to be assessable to all apprentices and be in line with the Equality Act.</p> <p>Assessment Organisations will provide appropriate resources and processes for apprentices, employers and providers, to clarify</p>

	<p>and/or dispute the outcome of an end-point assessment, including appeals and retakes.</p> <p>Assessment Organisations must be able to demonstrate a detailed understanding of the sector and be on the EFSA Register of Apprentice Assessment Organisations (RoAAO).</p>
Independent Assessor	<p>Independent assessors are responsible for conducting the end-point assessment and are appointed and managed by the Assessment Organisation. They must;</p> <ul style="list-style-type: none"> • Be competent in delivering assessments in a creative venue environment. • Have occupational competence and currency, relevant employment or history of recent* employment at a departmental supervisory level in performance production. • Have extensive creative venue industry knowledge and competence across a broad range of disciplines covered in the Creative Venue Technician apprenticeship. This to be demonstrated by submission of a current curriculum vitae and references – to be verified by the Assessment Organisation. • Have a Training, Assessment and Quality Assurance (TAQA) qualification to assess work-based learning or suitable equivalent. • Be assessors who have an existing assessment competence qualification and have assessed technical skills, based in creative venue workplaces, within the last five years. <p>Those who wish to achieve assessment competence going forward will require the following:</p> <ul style="list-style-type: none"> • A suitable assessment competency qualification (ACQ) <p>or</p> <ul style="list-style-type: none"> • Be a candidate working towards an ACQ and be recognised and supported by an End-Point Assessment Organisation (EPAO) <p>* Within the last five years</p>

6. Grading

There are two grades available upon successful completion of the apprenticeship. These are:

- **Pass**, Represents full occupational competence.
- **Distinction**, Represents an exemplary level of competence.

Each element of the end-point assessment is individually marked and awarded a grade in accordance with the grading specification set and quality assured by the Assessment Organisation and the grading profile detailed in this document. An overall grade is then awarded in accordance with the table below:

Professional Discussion

		Fail	Pass	Distinction
Practical Observation	Fail	Fail	Fail	Fail
	Pass	Fail	Pass	Pass
	Distinction	Fail	Pass	Distinction

Retaking the end-point assessment

The apprentice will be permitted to retake the end-point assessment a maximum of two times should they fail at the first attempt. The first retake must be completed within three months of failing the end-point assessment. Should a further retake be necessary, this must be completed within three months of failing the first retake. No further retakes will be permitted.

The retake will consist of a Practical Observation and Professional Discussion (as described in section 4. above). The Practical Observation must feature a different work task scenario from the previous EPA. Where reasonably practicable, the Practical Observation and Professional Discussion will be undertaken on the same day with the same assessor in attendance.

It will not be possible for the apprentice to be awarded a distinction grade should they pass the apprenticeship on a retake.

7. Final Judgment

The final decision on the overall grade awarded to the apprentice is made by the Assessment Organisation.

8. Independence

The end-point assessment shall be undertaken by a registered independent assessor appointed by the assessment organisation, with suitable and sufficient competence in the areas to be assessed.

The independent assessor, on behalf of the Assessment Organisation, must have the final say in the end-point assessment.

The independent assessor shall have had no input in the apprentice's on-programme training or employment.

9. Quality Assurance – Internal

Internal quality assurance is carried out by the Assessment Organisation and will ensure that all related training, moderation, standardisation and end-point assessments are undertaken correctly and consistently by the chosen Assessment Organisation. This must include:

- Ensuring all independent assessors are trained to ensure they assess consistently against the requirements, including ensuring they are using the same interpretations, scoring scales, and assessment methods.

- Ensuring end-point assessments are developed and delivered in accordance with the requirements and are appropriate, reliable and feasible.
- Responsibility for developing and maintaining the assessment tools.
- Ensuring that capability and governance procedures are robust, including managing and administering a complaints and appeals procedure.
- Programming and undertaking standardisation events on a regular (no less than six-monthly) basis.

10. Quality Assurance - External

Ofqual will undertake External Quality Assurance of this Assessment Plan. If successful, organisations that wish to deliver end-point assessment against this Plan will also need to meet Ofqual's general conditions of recognition.

11. Implementation

Affordability

The end-point assessment is likely to cost no more than 20% of the total funding available for the Creative Venue Technician apprenticeship.

Consistency

The end-point assessment will be deliverable across the full spectrum of creative venues in the country to the same standards. This will be achieved by the formulation of a bank of work task scenarios and guidance for the Practical Observation and a question bank and guidance for the Professional Discussion.

Independent Assessors will comply with the quality assurance frameworks operated by the Assessment Organisation and the external quality assurance provider.

Volumes

It is expected that 100 Creative Venue Technician apprentices will start each year.

Annex A

End-Point Assessment Requirements

The following table shows how the end-point assessment component requirements map to the knowledge, skills and behaviours in the Creative Venue Technician apprenticeship standard.

EPA Component		Apprenticeship Standard		
		Knowledge	Skills	Behaviours
Practical Observation	1. Planning Access, analyse, interpret and prepare information and documentation relating to the task ensuring compliance with relevant procedures and requirements relating to safe systems of work.	<p>Security and control of equipment protocols</p> <p>Creative venue safety systems</p> <p>Computer-aided design – viewing, extracting information and realising specifications from system designs e.g. stage plans, lighting plans and sound schematics</p> <p>Recognition of production design elements – scenic, lighting, audio and visual e.g. means of scenic construction: timber, metal and textile</p>	<p>Prepare risk assessments and method statements to help ensure safe planning and delivery of work processes in the venue</p> <p>Prepare and interpret system specifications e.g. ground plans, lighting plans and design drawings</p> <p>Be computer literate – in word processing, spreadsheets and digital control systems to thereby assist in communication, planning, monitoring and operation of production processes, building services and creative venue technologies e.g. email, drafting reports, supplying technical information and programming production control consoles</p> <p>Diligently manage their own punctuality and working time as required by venue activities</p>	<p>Take personal responsibility for safety of self and others</p> <p>Have drive and determination to complete a task on time</p> <p>Be self-motivated with a positive and disciplined approach to work</p> <p>Be punctual, reliable and personally responsible</p>
	2. Preparation Prepare and establish the work environment, selecting the appropriate PPE, tools, and access equipment, ensuring these are safe and suitable for use, and ensure the work environment complies with the relevant policies	<p>Health and safety standards including manual handling, work at height, provision and use of work equipment, construction (design and management), noise, first aid, working hours, electricity at work, fire & emergency procedures, accident reporting and <i>Technical Standards for Places of Entertainment</i></p>	<p>Competently use safety and access equipment e.g. personal and fall protection equipment, ladders, access towers and ladders</p> <p>Be computer literate – in word processing, spreadsheets and digital control systems to thereby assist in communication, planning,</p>	<p>Take personal responsibility for safety of self and others</p> <p>Have drive and determination to complete a task on time</p> <p>Be self-motivated with a positive and disciplined approach to work</p>

	and procedures relating to Health and Safety and codes of conduct.	<p>Computer-aided design – viewing, extracting information and realising specifications from system designs e.g. stage plans, lighting plans and sound schematics</p> <p>The selection of the correct tools and equipment for tasks such as assembling scenic components and truss and rigging lighting, audio and video equipment</p>	<p>monitoring and operation of production processes, building services and creative venue technologies e.g. email, drafting reports, supplying technical information and programming production control consoles</p> <p>Diligently manage their own punctuality and working time as required by venue activities</p>	Be punctual, reliable and personally responsible
	Assemble and configure technical structures and systems used to facilitate live performance, employing investigative fault-finding techniques as required and confirming compliance in accordance with the specification, whilst demonstrating a range of stagecraft techniques and the ability to ensure the security and control of equipment.	<p>Health and safety standards including manual handling, work at height, provision and use of work equipment, construction (design and management), noise, first aid, working hours, electricity at work, fire & emergency procedures, accident reporting and <i>Technical Standards for Places of Entertainment</i></p> <p>Housekeeping – keeping venue work and storage areas clean, tidy and free from the build-up of waste materials</p> <p>Approaches to problem solving – to achieve the creative team's requirements within the appropriate venue or production's resources</p> <p>Computer-aided design – viewing, extracting information and realising specifications from system designs e.g. stage plans, lighting plans and sound schematics</p> <p>The agreed Industry safe working procedure: e.g. <i>The Code of Conduct for Get-ins, Fit-ups and Get-outs</i></p>	<p>Competently use safety and access equipment e.g. personal and fall protection equipment, ladders, access towers and tallescopes</p> <p>Operate hand and power tools safely e.g. podger, adjustable spanner, drill driver and jigsaw</p> <p>Assemble and configure structures and systems from component parts to production specification - such as scenic and rigging structures, lighting, sound, power, dimming, amplification and control systems</p> <p>Diligently undertake stage crafts such as scenic construction, carpentry, metalwork, stage machinery, props, scene changes, knots and terminations</p> <p>Undertake faultfinding of components and systems e.g eliminating feedback in a live audio system</p> <p>Prepare written information and reports e.g. cue sheets, post-performance reports, handover notes</p> <p>Be computer literate – in word processing, spreadsheets and digital control systems to</p>	<p>Take personal responsibility for safety of self and others</p> <p>Have drive and determination to complete a task on time</p> <p>Be self-motivated with a positive and disciplined approach to work</p> <p>Be punctual, reliable and personally responsible</p> <p>Have a flexible approach and will be adaptable to change</p>

			<p>thereby assist in communication, planning, monitoring and operation of production processes, building services and creative venue technologies e.g. email, drafting reports, supplying technical information and programming production control consoles</p> <p>Diligently manage their own punctuality and working time as required by venue activities</p>	
	<p>3. Undertaking Operate and maintain technical equipment under live performance/rehearsal conditions following specified procedures, protocols and communication strategies.</p>	<p>Computer-aided design – viewing, extracting information and realising specifications from system designs e.g. stage plans, lighting plans and sound schematics</p>	<p>Under direction – deploy, operate and maintain technical equipment e.g. lighting: select appropriate luminaires and accessories, test, rig, connect and focus to plan</p> <p>Programme and operate computerised control equipment e.g. lighting, sound and automation control desks</p> <p>Operate suspension systems e.g. manual hemp, single and double purchase counterweight and automated theatrical flying systems</p> <p>Set and change scenes in live performance – setting and striking scenic elements under 'show conditions'</p> <p>Undertake cueing and live operation e.g. operating a followspot to a show plot</p> <p>As directed – inspect, maintain and monitor venue and production systems e.g. emergency lighting, re-lamping, first line repairs, rig-check</p> <p>Be computer literate – in word processing, spreadsheets and digital control systems to thereby assist in communication, planning, monitoring and operation of production</p>	<p>Have drive and determination to complete a task on time</p> <p>Be self-motivated with a positive and disciplined approach to work</p> <p>Be punctual, reliable and personally responsible</p> <p>Have a flexible approach and will be adaptable to change</p>

			<p>processes, building services and creative venue technologies e.g. email, drafting reports, supplying technical information and programming production control consoles</p> <p>Diligently manage their own punctuality and working time as required by venue activities</p>	
	<p>4. Reporting Extract and interpret relevant information and produce records, reports and other documentation as required.</p>	<p>Computer-aided design – viewing, extracting information and realising specifications from system designs e.g. stage plans, lighting plans and sound schematics</p>	<p>Prepare written information and reports e.g. cue sheets, post-performance reports, handover notes</p> <p>Be computer literate – in word processing, spreadsheets and digital control systems to thereby assist in communication, planning, monitoring and operation of production processes, building services and creative venue technologies e.g. email, drafting reports, supplying technical information and programming production control consoles</p> <p>Diligently manage their own punctuality and working time as required by venue activities</p>	<p>Have drive and determination to complete a task on time</p> <p>Be self-motivated with a positive and disciplined approach to work</p> <p>Be punctual, reliable and personally responsible</p>
Professional Discussion	<p>1. The principles of stage and production design, construction and application within cultural venues.</p>	<p>Principles of stage and production management</p> <p>The history, styles, architecture, terminology and acoustics of creative venues</p> <p>Recognition of production design elements – scenic, lighting, audio and visual e.g. means of scenic construction: timber, metal and textile</p>		
	<p>2. Safe and sustainable working practices and legislation, regulation, industry and organisational policies,</p>	<p>Health and safety standards including manual handling, work at height, provision and use of work equipment, construction (design and management), noise, first aid, working hours, electricity at work, fire &</p>	<p>Competently use safety and access equipment e.g. personal and fall protection equipment, ladders, access towers and tallescopes</p>	<p>Take personal responsibility for safety of self and others</p>

	procedures and requirements relating to health and safety.	emergency procedures, accident reporting and <i>Technical Standards for Places of Entertainment</i> Environmental and sustainability protocols e.g. correct disposal of different lamp types and electronic equipment, reduction in use of PVC products		
	3. Safety and compliance requirements and procedures involved in preparation, inspection and maintenance of systems and equipment, and why these are important.	Security and control of equipment protocols Creative venue safety systems	Prepare risk assessments and method statements to help ensure safe planning and delivery of work processes in the venue Prepare and interpret system specifications e.g. ground plans, lighting plans and design drawings	Take personal responsibility for safety of self and others Be self-motivated with a positive and disciplined approach to work
	4. Electrical and mechanical properties, processes, systems, techniques and procedures relating to the technical stagecraft environment.	The properties of electricity, fixed and temporary electrical systems; theory, practice and safety e.g. to enable portable appliance testing of relevant technical equipment The properties of mechanical and electro-mechanical systems e.g. to enable the assembly and monitoring of hydraulic systems for scenic effect		Be self-motivated with a positive and disciplined approach to work
	5. The commercial environment in which the organisation operates, the application of efficient and effective working practices including time management and financial considerations.		Diligently manage their own punctuality and working time as required by venue activities Comply with creative venue budgetary and financial management protocols	Have drive and determination to complete a task on time Be self-motivated with a positive and disciplined approach to work Be punctual, reliable and personally responsible
	6. Personal and professional development and ability to identify and suggest improvements and adapt to the changing environment in line with organisational and performance vision.	How to identify potential improvements to systems and procedures to better enable the realisation of the creative team's vision for the production		Have a flexible approach and will be adaptable to change Be willing to work unsociable hours in a variety of locations for extended periods

				Have a commitment to personal and professional development
	7. Working with and respecting others, maintaining effective professional relationships, including establishing lines of communication with clear personal and organisational benefits.	Management structures within a venue, etiquette and culture, including communication protocols and interdependencies of departments Relevant industry bodies and their roles e.g. HSE, ABTT, BECTU	Communicate effectively with co-workers and manage work groups Deal politely and respectfully with stakeholders, ranging from freelance, touring and venue staff to performers, community groups and the public	Develop professional working relationships and treat others with respect using appropriate channels and etiquette