

## End-point assessment plan for **Live Event Technician** apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0255	3	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the **Live Event Technician** apprenticeship standard. It explains how EPA for this apprenticeship must operate.

It provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend **30** months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics at Level 2<sup>1</sup>

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for **3 months**.

This EPA consists of **2** discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

### Assessment method 1: Observation with questions

- fail
- pass
- distinction

### Assessment method 2: Interview underpinned by a portfolio of evidence

- fail
- pass

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<sup>1</sup> For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

<p><b>On-programme</b> (typically, <b>30</b> months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p> <p><b>Compiling a portfolio of evidence.</b></p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2.</p> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence to underpin the interview, mapped to the KSBs allocated to this method.</li> </ul>
<p><b>End-point assessment</b> (typically, <b>3</b> months)</p>	<p>Assessment method 1: <b>Observation with questions</b>, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Assessment method 2: <b>Interview underpinned by a portfolio of evidence</b>, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Overall EPA/apprenticeship graded</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>

## Length of EPA period

The EPA will be completed within an EPA period lasting typically for **3 months**, starting when the EPAO has confirmed that all gateway requirements have been met.

The EPA period must last for a minimum of one week.

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at Level 2.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the **observation with questions**:

- no specific requirements

For the **interview underpinned by a portfolio of evidence**, the apprentice will be required to submit a portfolio of evidence.

**Portfolio of evidence requirements:**

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship

- it must contain evidence related to the KSBs that will be assessed by the interview underpinned by a portfolio of evidence
- the portfolio of evidence will typically contain 15 discrete pieces of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/records, for example equipment list, work plan, specification
  - event documentation that has been created and completed
  - witness statements
  - annotated photographs
  - video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.
- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the interview and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the interview but are not required to provide feedback after this review of the portfolio.

## End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

### Assessment method 1: Observation with questions

#### Overview

This assessment method has **1** component.

An observation with questions involves an independent assessor observing an apprentice undertaking work as part of their normal duties in the workplace and asking questions. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

The rationale for this assessment method is:

- it takes place in the apprentice's normal workplace which enables familiarity and is cost-effective for the employer
- it allows for the assessment of skills and behaviours that relate to interaction with team members on site in a live working environment which cannot be demonstrated in a skills test/ simulated practical task
- it results in reliable, valid and authentic assessment of a practical occupation
- it clearly aligns to the working environment and should give the most assurance to employers about an apprentice's competence
- it tests how the apprentice acts in a live environment. How they conduct themselves on site and interact with other people

#### Delivery

The observation with questions must take **4.5 hours in total with the** observation taking 3 hours 45 minutes. Questioning should take place at the end of the observation and will have a fixed duration of **45** minutes. The independent assessor has the discretion to increase the duration by up to 10% to allow the apprentice to respond to a question. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available.

The observation with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required. Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to, before the start of the observation with questions.

The following activities must be observed during the observation:

- build components into a safe functioning system in a timely manner and to specification (to include at least one from: sound, lighting or video).
- prepare and set-up technical equipment for a live event safely (to include at least one from: sound, lighting or video). This set up can utilise the components built above but it does not have to.

Any clients or colleagues on site during the observation should remain unobtrusive throughout. The employer is responsible for arranging suitable people both in number and capability, all of which must be agreed with the EPAO in advance of the assessment. The additional people must be briefed by the independent assessor and cannot influence the assessment outcome. All the tasks must be attributable to the apprentice and any additional people should provide a written statement to confirm this.

The independent assessor must be unobtrusive whilst conducting the observation.

- **Questions must be asked. The purpose of the questioning is to test the apprentice's breadth and depth of underpinning knowledge against the grading descriptors.**

The independent assessor must ask a minimum of **10 open** questions. They may ask follow-up questions where clarification is required

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

KSBs observed and responses to questions will be assessed holistically.

The time for questions asked during the observation is included in the overall assessment time.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

## Assessment location

The observation with questions should take place:

- **onsite at the venue of a live (or streamed) event.**

The employer should ensure the necessary tools, equipment and materials are available for the apprentice during the observation with questions.

## Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly, (and at least once a year), to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAOs training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that an apprentice has a different set of questions if they re-sit/re-take.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- observation specifications
- grading guidance
- question banks
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the observation with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment.

## Assessment method 2: Interview underpinned by a portfolio of evidence

### Overview

This assessment method has 1 component.

An interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor's role is restricted to asking set questions, and it is not a two-way discussion. The independent assessor leads this process to obtain information from the apprentice to enable structured assessment decision-making to occur.

The rationale for this assessment method is:

- to ensure consistency
- to assess KSBs which do not naturally occur during the observation with questions
- to assess a discrete set of KSBs that are better assessed using a one-sided conversation
- the apprentice will be able to reference the portfolio to refer to specific examples. This will enable them to demonstrate breadth of knowledge and understanding. It will also enable all apprentices the opportunity to demonstrate that they meet distinction criteria.

### Delivery

The independent assessors will conduct and assess the **interview**.

The **interview** must last for 90 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The interview will have a minimum of 20 questions. During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The purpose of the questions will be:

- to test knowledge, skills and behaviours, mapped in the mapping table, using the apprentice's portfolio of evidence to underpin the interview (the portfolio is not assessed).

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

### Assessment location

The **interview** should take place in a quiet room, free from distractions and influence. Video conferencing can also be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The **interview** can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example, a training provider's premises)

### **Question and resource development**

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly, (at least once a year), to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs. Independent assessors must use the question bank as a source for questions and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for asking suitable questions in line with the EPAO's training and standardisation process.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking material
- Question bank
- Independent assessor training materials
- grading guidance
- guidance document for employers and apprentices on the process / timescales for the interview underpinned by portfolio of evidence as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment.

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade. Apprentices who fail one or more assessment methods will be awarded an overall EPA 'fail'. In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods. In order to achieve an overall EPA '**distinction**', apprentices must achieve **a distinction in both the observation with questions and the interview underpinned by a portfolio of evidence.**

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 – observation with questions	Assessment method 2 – interview underpinned by a portfolio of evidence	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Any grade = fail, pass or distinction

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

## Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within **2** months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within **3** months of the EPA outcome notification.

All assessment methods must be taken within a **6**-month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of **a pass**, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and EPAO</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a</li> </ul>

	<p>daily basis and that additional competent person(s) are in place</p> <ul style="list-style-type: none"> <li>• pass the certificate to the apprentice</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest</li> </ul>

	<ul style="list-style-type: none"> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> </ul>

	<ul style="list-style-type: none"> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan)</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>
Additional person(s) for practical assessment	<p>As a minimum, the competent person will:</p> <ul style="list-style-type: none"> <li>• be occupationally competent and at the same level as the apprenticeship standard or higher</li> <li>• follow a brief provided by the independent assessor which confirms what is required</li> <li>• be at the assessment venue and be in situ prior to the assessment</li> <li>• be briefed prior to assessment by the independent assessor</li> </ul>

	<ul style="list-style-type: none"><li>• adhere to confidentiality about all aspects of the assessment and the brief they have been provided with</li><li>• act as a colleague/customer for only those elements of the practical assessment where it is normal practice to do so</li><li>• not direct any activity and must take instruction from the apprentice</li><li>• not ask questions that indicate how to complete the practical assessment successfully</li><li>• not provide guidance or influence the assessment outcome in any way</li><li>• have no direct connection and no conflict of interest with the apprentice</li><li>• provide a written statement to confirm that all of the task is attributable to the apprentice.</li></ul>
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## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience and up to date knowledge of the occupation/sector gained in the last **5 years** or significant experience of the occupation/sector
- **appoint independent assessors who are competent to deliver the end-point assessment**
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide ongoing training for markers
  - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

## Value for money

Affordability of the EPA will be aided by using at least some of the following practices:

- **use of technology – for example video conferencing where applicable**
- **location – for example use of live event venue and employers' premises**
- **observation of naturally occurring evidence in the workplace**

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Observation with questions

Knowledge
K3: Selection of the correct tools and equipment for the job
K5: Understand Management Structures within event environment, site etiquette and culture, including on site communication and interdependencies between departments
Skills
S1.1: Preparation, test, repair and maintenance of equipment such as Amplifiers, Speakers & Sound Control Desks; Lights, Dimmers & Lighting Control Desks or Video Screens, Projectors & associated Control Equipment.
S2: Assembly of systems from component parts
S4: Operation of specialised technical equipment & tools.
S7: Understand and interpret system specifications and drawings.
S10: Customer Service - dealing politely & respectfully with customers, ranging from Account Managers to Production Managers to the end client when on site.
Behaviours
B2: The drive and determination to complete the job on time.
B3: The ability to work and remain calm & safe under pressure.
B4: A safe attitude - specifically regarding working with electricity, work at height, manual handling & noise.
B8: Punctuality, reliability and personal responsibility.
B10: The ability to be an effective communicator.

## Assessment method 2: Interview underpinned by a portfolio of evidence

Knowledge
K1: Product knowledge and terminology including the theory surrounding chosen specialisms such as sound, light and video.
K2: Understand planning processes required to deliver a live event and the importance of eliminating errors that can prove costly on site.
K4: Electricity and Temporary Electrical Supplies; theory, practice and safety.
K6: Working knowledge of stock control, warehousing, storage, logistics and transportation.
K7: Knowledge of First Aid and Health & Safety including manual handling, work at height, noise, working hours & fatigue and related risks.
K8: Knowledge of the environmental impact of live events and how it is managed.
K9: Lifting operations; theory and practice.
K10: A clear understanding of the sectors within the live events industry.
Skills
S1.2: Preparation, test, repair and maintenance of equipment such as Amplifiers, Speakers & Sound Control Desks; Lights, Dimmers & Lighting Control Desks or Video Screens, Projectors & associated Control Equipment.
S3: Fault finding in components and systems.
S5: People management and interpersonal skills especially the ability to react to varied working environments.
S6: Computer literacy including specialist software systems such as CAD/Design and Rental Management.
S8: Logistics, with specific reference to truck pack, the ability to judge required space for loads, and prepare Carnets & Manifests for shows travelling outside of the UK/EU.
S9: Lifting/Ground Rigging - much of the technical equipment used in live events is hung from pre-rigged support systems.

Behaviours
B1: The ability to work as part of a team, which may vary in size and dynamic.
B5: The ability to adapt to change with enthusiasm.
B6: The ability to demonstrate problem-solving abilities.
B7: A willingness to work unsociable hours in varying locations for extended periods.
B9: Self-motivated with a positive 'can do' attitude, clear goals and ambition.

# Grading Descriptors

## Assessment method 1: Observation with questions

FAIL: apprentices will fail if they do not meet all the pass descriptors.

DISTINCTION: apprentices will need to meet all the pass and distinction descriptors.

KSBs	Pass	Distinction
K3 K5 S1.1 S2 S4 S7 S10 B2 B3 B4 B8 B10	<p><b>Interpreting requirements</b></p> <p>Interprets the system specifications and drawings, selects tools and equipment and work rate leads to completion of the job within the time specified.</p> <p>Establishes an approach to work tasks which follows the employer expectations on punctuality, reliability and personal responsibility (S7, K3, B2, B8)</p> <p><b>Prepare and assemble systems safely</b></p> <p>Assembles the system from component parts, tests, repairs or maintains where required following the safe working practices set out (nationally and) by the organisation/company. (S1.1, S2, B4)</p> <p>Operates specialist technical equipment and tools in an active workplace in a manner which reflects the safety guidelines of the organisation and the tool handling requirements of the manufacturer. (S4, B3)</p> <p><b>Customer service and communication</b></p> <p>Identifies and applies methods to communicate with different stakeholders, selecting technical and/or non-technical language in reflection of the audience.</p>	<p>Critically analyses final assembled systems and identifies opportunities for improving processes and the aesthetic appearance of the system. (S2)</p> <p>Justifies their choice of specialised technical equipment and/or tools for system assembly. (S4)</p> <p>Analyses interdependencies between teams and can identify potential changes to improve ways of working. (K5, S10)</p>

	<p>Communicates with clients and/or co-workers in a manner which reflects the expectations set out by the code of behaviour/code of conduct/employment principles set out by the organisation/company. (S10, B10)</p> <p>Outlines management structures within event environment, site etiquette and culture. (K5)</p>	
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## Assessment method 2: Interview underpinned by a portfolio of evidence

FAIL: apprentices will fail if they do not meet all the pass descriptors.

DISTINCTION: apprentices will need to meet all the pass and distinction descriptors.

KSBs	Pass	Distinction
K1 K2 K4 K6 K7 K8 K9 K10 S1.2 S3 S5 S6 S8 S9 B1 B5 B6 B7 B9	<p><b>Fault find, test repair and maintain</b></p> <p>Explains how they test, repair and maintain either sound, light or video equipment safely, taking account of electricity and temporary electricity supplies. Describes how they complete fault-finding in components and systems and how they use problem solving abilities to achieve this.</p> <p>Describes the products, terminology and theory relating to either sound, light or video set ups. (K1 K4, S1.2, S3, B6)</p> <p><b>Lifting and ground rigging</b></p> <p>Explains how they have demonstrated the use of Lifting and Ground Rigging to safely hang technical equipment from pre-rigged support systems when working as part of different sized teams. (S9, B1)</p> <p>Explains how they have demonstrated a willingness to work unsociable hours in varying locations for extended periods. (B7)</p> <p><b>Sectors, planning and wider impact</b></p> <p>Describes the sectors within the live events industry and explains the planning processes required to deliver a live event and how environmental impact is managed. Explains the elimination of errors that can prove costly on site. (K2, K8, K10)</p>	<p>Analyses and justifies the use of fault-finding techniques in components and systems. (S3, B6)</p> <p>Gives reasons why the environment must be protected from the impact of live events. (K8)</p> <p>Evaluates how planning of live events can reduce costly errors. (K2)</p>

	<p><b>Computer literacy</b></p> <p>Describes how they use computer skills, including specialist software systems such as CAD/Design and Rental Management. (S6)</p> <p><b>People and change management</b></p> <p>Demonstrates people management skills and interpersonal skills when reacting to different work environments. Responds to new situations and (readily) adapts/ incorporates changes which are reflected in logbooks and/or CPD records. (S5, B5)</p> <p><b>Logistics</b></p> <p>Describes the stock control, storage and warehousing systems used and the logistics and transportation requirements for live events. Explains how they truck pack efficiently, judge required space for loads, and prepare Carnets &amp; Manifests for shows travelling outside of the UK/EU. (K6, S8)</p> <p><b>Health and safety</b></p> <p>Describes the health and safety risks when performing lifting operations, manual handling, working at height, working in a noisy setting and fatigue due to long working hours. Describes the safe working practices and theories related to lifting operations. (K7, K9)</p> <p><b>Personal development</b></p> <p>Assumes responsibility for their personal development goals and uses the expertise gained (through CPD) to build their capability/position in the workplace. (B9)</p>	<p>Contrasts different communication styles and identifies where these would be most effectively used. (S5)</p>
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