



Co-funded by the
Erasmus+ Programme
of the European Union



TeBeVAT Health & Safety Competences

For better readability the male form was chosen in the text. Nevertheless, all information in this document refers to members of all genders on equal terms.

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A. 60 20 00 01 Work with respect for own safety

Description

ESCO Title:

Work with respect for own safety

ESCO Description:

Show awareness of risks related to activities in the performing arts and act accordingly to ensure your own safety.

Context:

Understand the risks and prevention measures for your own personal health and safety on stage and apply the basic safety rules in your own practice, according to training and instruction.

Scope Note:

Includes protection against occupational diseases

Includes the theoretical background of risk prevention

Competence Area:

Health and Safety - Personal

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/b73035a9-bf06-412c-9796-db579f85995c>

Skill:

- Understands the risks in a performance environment and the mechanisms behind them
- Understands your own position in the safety chain and act accordingly
- Works according to safety training and instructions
- Protects oneself against hazards
- Signals risks to a responsible person

List of Knowledge:

- Accident theory
- Five steps to reduce risk
- Your rights and obligations

Professional Behaviour/Attitude:

- Safety awareness
- Awareness of your own behaviour

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

apply basic safety rules according to training and instruction and based on a solid understanding of the risks to you and your colleagues.

Assessment Strategy:

(which methods are preferable, valid or useful)

Can be assessed by observation in combination with other professional skills in a real-life environment.

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work) – Must cover a long-time span
- Evidence of assessment – Certificates and qualifications, for example: ETTE
- Witness statement (for example: references) / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site
- Criterion-based interview

Training and Education:

Teachers need to make sure that the student remains focused on being aware about safety and the instructions and rules. This is a continuous effort in all courses. Possible ways to encourage students are:

- Give a safety briefing before every exercise
- Give safety feedback at the end

When students become more confident, the interval between briefings can be extended. You can also appoint a student to give the safety briefings.

References

ETTE:

Original description: Show awareness of risks related to activities in the performing arts and act accordingly to ensure the own safety.

Knowledge detail in learning outcomes

Accident theory

Understand the mechanism behind the occurrence of accidents

Five steps to reduce risk

Can apply the five steps to reduce risks.

Eliminating the risk

Collective protection

Individual protection

Training

Information, notification and warning

Know the basics of risk assessment.

Your rights and obligations

Know the basic rights and obligations of employer and employee.

ECVEAT 2 – Level 4:

B1.

e. consider by own work the personal protection equipment, clothing regulations and protection measures.

f. He/she knows and observes the technical, environmental protection law, health and safety regulations and applies the same

g. He or she knows and considers his or her limits and, if necessary, calls in other qualified persons.

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Sensibilisierung für die individuelle und gesellschaftliche Bedeutung von Arbeits- und Gesundheitsschutzbestimmungen (Awareness of the individual and societal significance of work and work health policies)

Umsetzung der Vorschriften zur Arbeitssicherheit, des Gesundheits- und Umweltschutzes (Implementation of occupational safety, health and environmental protection regulations)

Beachtung der Rechtsvorschriften insbesondere der landesrechtlichen Bestimmungen zu Versammlungsstätten und fliegenden Bauten (Observance of the legislation, in particular of the national law to meeting places and temporary structures)

Mitwirken an der Realisierung von Sicherheitsmaßnahmen, insbesondere gegen Unfälle und Brände (Contribute to the realization of safety measures, especially against accidents and fires)

Mitwirkung bei Gefährdungsbeurteilungen sowie Vorschläge zur Verbesserung der Sicherheit von Veranstaltungen und Produktionen erarbeiten (Participation in hazard assessments and proposals to improve safety develop events and productions)

Beitragen zur Vermeidung betriebsbedingter Umweltbelastungen im betrieblichen Einwirkungsbereich (Contribute to the avoidance of operational environmental pollution in the operational area)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)

- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch

richtiger Haltung ausführen. (- know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)

- wissen über die berufseinschlägigen Schutz- und Sicherheitsmaßnahmen in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (- know and can act on the occupational safety and security measures relating to the individual areas of competence.)

Schutz- und Sicherheitsmaßnahmen (Protective and security measures):

Unfallschutz (Vorschriften. Ursachen. Elektrounfall). Schutzarten elektrischer Betriebsmittel. Maßnahmen gegen zu hohe Berührungsspannungen. Erdungsanlagen. Blitzschutz. (Accident protection {regulations, causes, electrical accident}. Protection of electrical equipment. Measures taken against excessive contact voltages. Earthing systems. Lightning protection.)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen und Brandschutzvorschriften sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the relevant occupational safety and fire safety regulations and on environmental and quality standards related to each area of competence.)

- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch richtiger Haltung ausführen. (- know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)

UNITED KINGDOM – AIM:

Awareness of Health and Safety in the Creative and Cultural Sector, J/601/6715
(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Awareness-of-Health-and-Safety-in-the-Creative-and-Cultural-Sector-L2-CV2.pdf)

Understand the relevant health and safety regulations in the Creative and Cultural sector

1.1. Identify key elements of health and safety regulations, relevant to working in the Creative and Cultural sector

1.2. Outline safe working practices in the Creative and Cultural sector

1.3. Identify the main employer responsibilities under the Health and Safety at Work Act

BKD Flanders – Level 3:

A. 60 20 00 01 Work with respect for own safety

Werkt met oog voor de eigen veiligheid tijdens het werken

Heft en tilt ergonomisch verantwoord

Werkt veilig op hoogte

Gaat veilig om met materiaal, gereedschap, toestellen, apparatuur, enz.

Gebruikt PBM's waar nodig

Signaleert risico's

B. 60 00 00 02 Follow safety precautions in work practices

Description

ESCO Title:

Follow safety precautions in work practices

ESCO Description:

Apply principles, policies and institutional regulations aimed at guaranteeing a safe work place for all employees.

Context:

Understand the risks and prevention measures for the health and safety and apply the basic safety rules for you and colleagues, according to training and instruction, for performance and art facility purposes.

Scope Note:

Limited to the actions practitioners can take within the responsibility of their function and their position in the chain of command. Includes the theoretical background of the organization of health and safety.

Competence Area:

Health and Safety – General

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/d2d9051a-10e1-41c5-9cfb-bbdc58016176>

Skill:

- Works with attention for the safety of colleagues, artists, public and other stakeholders.
- Detects, prevents and protects against risks and injury (such as electric shock, hearing damage, hazardous substances, tripping, fire, ...)
- Pays attention to minimum lighting conditions and sound levels on stage to ensure orientation and communication during setup, focus, sound check, rehearsal and performance.

A. 60 20 00 01 Work with respect for own safety

- Proposes improvement and prevention measures.
- Informs him/herself about the regulations and practices in unfamiliar workplaces.
- Works according to the rules and regulations of the workplace.
- Mounts and uses collective protection equipment where needed.
- Acts according to the agreed procedure in case of an emergency.
- Complies with legal working time regulations.

List of Knowledge:

- Risks on stage
- Safety in the audience area
- Safety Legislation
- Danger signs
- Prohibition signs

Professional Behaviour/Attitude:

- Safety awareness
- Awareness of others' behaviour

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

apply principles, policies and institutional regulations aimed at guaranteeing a safe work place for all employees.

Assessment strategy:

(which methods are preferable, valid or useful)

Can be assessed by observation in combination with other professional skills in a real-life environment.

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work) – must cover a long-time span
- Evidence of assessment – Certificates and qualifications, see References
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site
- Criterion-based interview

Training and Education:

Teachers need to keep the focus of the student on being aware about safety, and the instructions and rules. This is a continuous effort in all courses. Possible ways to encourage students:

- Give always a safety briefing before exercises
- Give safety feedback at the end

When students become more confident, the interval between briefings can be extended.

References

ETTE:

Chapter 2 (contains two ESCO competences)

Original title: Contribute to a safe and sustainable working environment

Original description: Apply basic safety rules according to training and instruction and based on a solid understanding of the risks to you and your colleagues.

Knowledge detail in learning outcomes

02.01 Risks on stage

Understand the different risks on stage.

02.02 Safety in the audience area

Are aware of the risks that can happen to the audience.

02.04 Safety Legislation

Understand the different types of safety documents and their impact.

Are able to identify the applicable legislation.

02.05 Danger signs

Recognise the danger symbols.

02.06 Prohibition signs

Recognise the prohibition symbols.

ECVEAT 2 – Level 4:

B1.

c. ensures efficient workflow.

d. He or she is able to keep the workplace clean and in order, and

f. He or she knows and abides by the technical, environmental, health and security regulations.

ECVEAT 3 – Level 6:

B

b. He/she leads staff members, particularly employees like professionals, trainees/apprentices and auxiliary staff in a goal-oriented manner. He/she supports and guides them at the organisation of their work

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Sensibilisierung für die individuelle und gesellschaftliche Bedeutung von Arbeits- und Gesundheitsschutzbestimmungen, (Awareness of the individual and societal significance of work and work Health Policy)

Umsetzung der Vorschriften zur Arbeitssicherheit, des Gesundheits- und Umweltschutzes
(Implementation of occupational safety, health and environmental protection regulations)

Beachtung der Rechtsvorschriften insbesondere der landesrechtlichen Bestimmungen zu Versammlungsstätten und fliegenden Bauten (Observance of the legislation, in particular of the national law to meeting places and temporary structures)

Mitwirken an der Realisierung von Sicherheitsmaßnahmen, insbesondere gegen Unfälle und Brände (contribute to the realization of safety measures, especially against accidents and fires)

Mitwirkung bei Gefährdungsbeurteilungen sowie Vorschläge zur Verbesserung der Sicherheit von Veranstaltungen und Produktionen erarbeiten (Participation in hazard assessments and proposals to improve safety develop events and productions)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik

(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)

- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch richtiger Haltung ausführen. (- know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)

- wissen über die berufseinschlägigen Schutz- und Sicherheitsmaßnahmen in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (- know and can act on the occupational safety and security measures relating to the individual areas of competence.)

Schutz- und Sicherheitsmaßnahmen (Protective and security measures):

Unfallschutz (Vorschriften. Ursachen. Elektrounfall). Schutzarten elektrischer Betriebsmittel. Maßnahmen gegen zu hohe Berührungsspannungen. Erdungsanlagen. Blitzschutz. (Accident protection {regulations, causes, electrical accident}. Protection of electrical equipment. Measures taken against excessive contact voltages. Earthing systems. Lightning protection.)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen und Brandschutzvorschriften sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the relevant occupational safety and fire safety regulations and on environmental and quality standards related to each area of competence.)

- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch richtiger Haltung ausführen. (- know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)

UNITED KINGDOM – AIM:

Awareness of Health and Safety in the Creative and Cultural Sector, J/601/6715

(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Awareness-of-Health-and-Safety-in-the-Creative-and-Cultural-Sector-L2-CV2.pdf)

Be able to comply with relevant health and safety procedures

- 2.1. Outline the differences between hazards and risks
- 2.2. Carry out a risk assessment
- 2.3. Report identified hazards and risks to the appropriate parties

BKD Flanders – Level 3:

Werkt mee aan een veilige werkomgeving

Werkt met oog voor de veiligheid van collega's, artiesten, het publiek en andere betrokkenen

Herkent, voorkomt en beschermt tegen specifieke risico's zoals elektrische schokken, gehoorschade, gevaarlijke stoffen, struikelen, brand...

Brengt CBM's aan en gebruikt die waar nodig

Organiseert en richt de eigen werkplek in

Richt de eigen werkplek in rekening houdend met de algemene podiumorganisatie en de logische werkvolgorde

Past zich aan de gebruiken en omstandigheden van de locatie aan

Beschermt, beveiligt en slaat apparatuur en toebehoren op

Brengt aanduidingen en markeringen aan

C. 60 90 00 02 Follow environmentally-sustainable work practices

Description

ESCO Title:

Follow environmentally-sustainable work practices

ESCO Description:

Apply principles, policies and regulations aimed at environmental sustainability in the workplace.

Context:

Know how to act in a sustainable way.

Scope Note:

Sustainability must be a part of our job. We have a responsibility to society and the future generations to use as little as possible from the limited resources the earth has. Making performing arts is a very high-impact sector. We make sets to use only a couple of times, transport them over long distances and throw them away later on. If we want to change this pattern, the biggest impact can be made in the preparing / planning process. Sets can be made so that they are reusable or recyclable.

Competence Area:

Health and Safety - Sustainability

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/a992f345-7c06-4982-8fc9-5fab55e316af>

Skill:

- Works with attention for the sustainable use of materials and energy.
- Proposes improvement and prevention measures.
- Informs him/herself about the regulations and practices in unfamiliar workplaces.
- Works according to the rules and regulations of the workplace.

List of Knowledge:

- Sustainability
- How to make sustainability part of your job.
Reduce, re-use, recycle and selective disposal
Use of energy, consumables and materials

Professional Behaviour/Attitude:

- Sustainability awareness
- Awareness of others' behaviour

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

apply sustainability rules according to training and instruction and based on a solid understanding of the impact to you, your colleagues and the environment.

Assessment strategy:

(which methods are preferable, valid or useful)

- Can be assessed by observation in combination with other professional skills in a real-life environment.

Portfolio Assessment/LLDT

(Typical proof would be)

- Recorded activity (Practical ability, independent work) – must cover long-time span
- Evidence of assessment
- Certificates and qualifications, see References
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment

- Observation in a real-life environment / on site
- Criterion-based interview

Training and Education:

Teachers need to keep the focus of the student on being aware about sustainability, and the instructions and rules. This is a continuous effort in all courses. Possible ways to encourage students:

- Give always a sustainability briefing before exercises
- Give sustainability feedback at the end

When students become more confident, the interval between briefings can be extended.

References

ETTE:

Chapter 2 (contains two ESCO competences)

Original title: Contribute to a safe and sustainable working environment

Original description: Apply basic safety rules according to training and instruction and based on a solid understanding of the risks to you and your colleagues.

Knowledge detail in learning outcomes

02.03 Sustainability

Know how to act in a sustainable way.

ECVAET 2 – Level 4:

B1.

f. He or she knows and abides by the technical, environmental, health and security regulations.

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Umsetzung der Vorschriften zur Arbeitssicherheit, des Gesundheits- und Umweltschutzes
(Implementation of occupational safety, health and environmental protection regulations)

Beitragen zur Vermeidung betriebsbedingter Umweltbelastungen im betrieblichen
Einwirkungsbereich (Contribute to the avoidance of operational environmental pollution in
the operational area)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen und Brandschutzvorschriften sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the relevant occupational safety and fire safety regulations and on environmental and quality standards related to each area of competence.)

UNITED KINGDOM – AIM:

AIM Awards Suite Of Environmental Sustainability (QCF) Qualifications V2.1

(https://www.aimawards.org.uk/clientfiles/files/units/spec_documents/AIM-Awards-Suite-of-Environmental-Sustainability--QCF--Qualifications-V2.1.pdf)

The qualifications are designed to enable the learners to:

Understand the basic concept of sustainability

Understand the importance of natural resources

Understand how to reduce the impacts of agriculture and industry on the global environment

Understand the importance of natural resources

Know about the impact of different industries on the environment

Understand the benefits of sustainable communities

D. 60 20 00 03 Work ergonomically

Description

ESCO Title:

Work ergonomically

ESCO Description:

Apply ergonomic principles in the organization of the workplace and while manually handling equipment and materials.

Context

Recognize ergonomic risks, work ergonomically and organise the workplace of the practitioner 10 ergonomically. This is done to improve and protect personal health and safety.

Scope Note:

(Left empty intentionally)

Competence Area:

Health and Safety - personal

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/156f8c5b-894a-4ccc-a70e-37a2726f3f00>

Skill:

- Identifies ergonomic risks
- Organizes workplace ergonomically
- Applies the ergonomic principles and methods while lifting, carrying or moving heavy or unpractical loads
- Uses the right equipment when lifting, carrying or moving heavy objects
- Asks for help for tasks they can't carry out on their own
- Communicates with colleagues while lifting, carrying or moving objects

List of Knowledge:

- Risks as result of manual handling
- Ergonomic methods
- Equipment for lifting, carrying or moving

Professional Behaviour/Attitude:

- Awareness of long term impact on personal health

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

apply ergonomic principles in the organisation of the workplace and while manually handling equipment and materials.

Assessment strategy:

(which methods are preferable, valid or useful)

- Can be assessed by observation in combination with other professional skills in a real-life environment.
- Can be assessed separately, based on standard tasks.

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work) – must cover long-time span
- Evidence of assessment – Certificates and qualifications
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site

Training and Education:

Initially, the classic ergonomic exercises give an insight in the lifting techniques. Ideally, these exercises are adapted to stage / performance situations, with extra attention to lifting, bending, turning, twisting movements and cooperation. After initial training continuous attention is required during day-to-day activities.

References

ETTE:

Knowledge detail in learning outcomes

03.01. Risks as result of manual handling

Know the physical risks as a result of manual handling.

03.02. Ergonomic methods

Are able to apply the different ergonomic lifting, pulling and pushing techniques.

03.03 Equipment for lifting, carrying or moving

Are aware of the proper use of the most common equipment for lifting, carrying and moving.

ECVAET 2 – Level 4:

B1.

- a. He/she knows the necessary equipment and tools for the work
- b. can implement this functionally and
- c. ensure an efficient workflow

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Sicherheit und Gesundheitsschutz bei der Arbeit (Implementation of occupational safety and health regulations)

Gefährdung von Sicherheit und Gesundheit am Arbeitsplatz feststellen und Maßnahmen zu ihrer Vermeidung ergreifen (Identify hazards at work and take measures to prevent them)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch richtiger Haltung ausführen. (The students know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)

UNITED KINGDOM – AIM:

Manual Handling and Lifting Loads, L/601/5971

(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Manual-Handling-and-Lifting-Loads-L2-CV2.pdf)

1. Understand procedures and instructions for handling and lifting loads
 - 1.1. Describe company guidelines for handling and lifting loads
 - 1.2. Give examples of manufacturer's instructions for using lifting and handling equipment
 - 1.3. Give examples of the consequences of using unsafe techniques to self and others
2. Understand how to prepare for handling and lifting loads
 - 2.1. Explain the reasons for planning a route when moving items
 - 2.2. Describe the process for identifying if the weight of loads is safe to lift
 - 2.3. Give examples of how equipment checks are carried out
3. Be able to handle and lift loads
 - 3.1. Perform a range of equipment checks
 - 3.2. Select safe and efficient routes for moving items
 - 3.3. Use suitable safety measures before lifting
 - 3.4. Use approved lifting and handling techniques for a range of loads
 - 3.5. Use lifting and handling equipment in line with company guidelines and manufacturer's instructions

TTT-LPT:

60 20 00 01 WORK ERGONOMICALLY

01 Work ergonomically

Skill:

Apply the ergonomic principles while lifting or carrying heavy or unpractical loads

Apply the appropriate ergonomic methods

Searches the optimal position to apply force

Use the right equipment to lift or move heavy objects

Ask for help

Communicate with colleagues while lifting / moving objects

Knowledge:

Ergonomic principles

Lifting and carrying equipment

BKD Flanders – Level 3:

Werkt met oog voor de eigen veiligheid tijdens het werken

Heft en tilt ergonomisch verantwoord

Werkt veilig op hoogte

Gaat veilig om met materiaal, gereedschap, toestellen, apparatuur, enz.

Gebruikt PBM's waar nodig

Signaleert risico's

E. 60 20 00 04 Use personal protection equipment

Description

ESCO Title:

Use personal protection equipment

ESCO Description:

Make use of protection equipment according to training, instruction and manuals. Inspect the equipment and use it consistently.

Context:

Understand and identify the risks of personal injury and make the right choice about when to use which PPEs when working on and around the stage.

Scope Note:

Includes safety shoes, hearing protection, gloves, hard hats, fall protection, etc.

Excludes climbing equipment

Competence Area:

Health and Safety - Personal

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/51754b8a-3e2c-4cc1-86e6-cf510d9c6fe4>

Skill:

- Identifies / spots the risks for personal injury
- Chooses the appropriate PPEs according to the risks
- Checks the PPEs before use
- Uses safety shoes, hearing protection, gloves, hard hats etc. according to instructions and regulations
- Chooses a safe attachment point for the fall protection
- Maintains and stores the PPEs

List of Knowledge:

- Body protection
- Eye and face protection
- Hearing protection
- Breathing protection
- Fall protection
- Mandatory action signs

Professional Behaviour/Attitude:

- Personal safety awareness
- Awareness of long term impact on personal health

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

assess the need for personal protection equipment according to training, instruction and manuals. Inspect the equipment and use it consistently.

Assessment strategy:

(which methods are preferable, valid or useful)

- Can be assessed by observation in combination with other professional skills in a real-life environment.
- Can be assessed separately, based on standard tasks.

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work)
- Evidence of assessment – Certificates and qualifications
- Witness statement / peer evaluation (only supporting)

- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site
- Criterion-based interview
- Written test (multiple choice) – (only supporting)
- Written test (open answers) – (only supporting)
- Oral test – (only supporting)

Training and Education:

Initially, candidates are briefed on use, maintenance and adaptation to the body of the PPE, in accordance with the manual and manufacturer's instructions.

The training should focus on recognizing risky situations and be adapted to the specific working environment.

For complex PPEs practice training is provided.

After initial training, continuous attention to the actual use is needed during day-to-day activities.

References

ETTE:

Original description: Assess the need for personal protection equipment according to training, instruction and manuals. Inspect the equipment and use it consistently.

Knowledge detail in learning outcomes

04.01 Body protection

Know the standard personal body protection equipment.

04.02 Eye and face protection

Know the standard eye and face protection.

04.03 Hearing protection

Understand the risks of noise and sound.

Know the different types of hearing protection.

Know when to use hearing protection.

04.04 Breathing protection

Know the different types of breathing protection used in performance and events.

Know how to check and clean the breathing protection.

04.05 Fall protection

Know the different types of equipment for fall protection and their use.

04.06 Mandatory action signs

Recognize the mandatory action signs.

ECVAET 2 – Level 4:

B1.

e. considers personal protective equipment, clothing regulations and safety measures.

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Sicherheit bei Veranstaltungen und Produktionen (Implementation of occupational safety, health and environmental protection regulations)

Persönliche Schutzausrüstungen tätigkeitsbezogen benutzen (Using personal protection equipment in correlation to the task at hand)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)

- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch richtiger Haltung ausführen. (- know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)

- wissen über die berufseinschlägigen Schutz- und Sicherheitsmaßnahmen in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (- know and can

act on the occupational safety and security measures relating to the individual areas of competence.)

Schutz- und Sicherheitsmaßnahmen (Protective and security measures):

Unfallschutz (Vorschriften. Ursachen. Elektrounfall). Schutzarten elektrischer Betriebsmittel. Maßnahmen gegen zu hohe Berührungsspannungen. Erdungsanlagen. Blitzschutz. (Accident protection {regulations, causes, electrical accident}. Protection of electrical equipment. Measures taken against excessive contact voltages. Earthing systems. Lightning protection.)

UNITED KINGDOM – AIM:

Design for Performance E3(J/616/3391)

(https://www.aimawards.org.uk/clientfiles/files/units/learner_achievements/Design%20or%20Performance%20E3%20CV4%20AIM%20Awards%20Component%20V1.docx)

1. Use personal protection equipment and clothing as directed

BKD Flanders – Level 3:

Werkt met oog voor de eigen veiligheid tijdens het werken

Heft en tilt ergonomisch verantwoord

Werkt veilig op hoogte

Gaat veilig om met materiaal, gereedschap, toestellen, apparatuur, enz.

Gebruikt PBM's waar nodig

Signaleert risico's

F. 60 80 00 02 Prevent fire in a performance environment

Description

ESCO Title:

Prevent fire in a performance environment

ESCO Description:

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.

Context:

Take the appropriate steps to prevent fire and to ensure fire intervention is facilitated in a performance environment.

Scope Note:

Excludes the actual fire intervention and evacuation organization.

Competence Area:

Health and Safety – Fire Safety

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/5f08605b-aa03-45ed-bc49-395477783a38>

Skill

- Identifies, spots and reduces fire risks.
- Checks used materials for fire resistance.
- Ensures safe distance to hot surfaces.
- Ensures free access to firefighting equipment.
- Ensures free access to emergency exits and escape routes.
- Ensures visibility of safety icons, safety and emergency lighting.
- Acts according to the agreed procedure in case of a fire accident.

- Stores flammable substances according to instructions and regulations.

List of Knowledge:

- Fire theory
- Fire classes
- Risks of fire, smoke and CO
- Firefighting signs
- Evacuation routes and compartments
- Emergency escape or first-aid signs
- Properties of materials
- Safety distances
- (Storage of hazardous substances)

Professional Behaviour/Attitude:

- Safety awareness

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

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.

Assessment strategy:

(which methods are preferable, valid or useful)

- Multiple choice for the parts that can't be seen in practice
- Observation (in combination with other skills)

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work)
- Evidence of assessment – Certificates and qualifications
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site
- Criterion-based interview
- Written test (multiple choice) – (only supporting)
- Written test (open answers) – (only supporting)
- Oral test – (only supporting)

Training and Education:

Initially, candidates are trained to identify, spot and reduce fire risks, check materials for fire resistance and keeping safe distance to hot surfaces.

Awareness is developed for free access to firefighting equipment, emergency exits and escape routes and the visibility of safety icons, safety and emergency lighting.

Storage of flammable substances is trained.

Participants get an extended briefing on the agreed procedure in case of a fire accident.

After initial training continuous attention to participant behaviour is needed during day-to-day activities.

References

ETTE:

Original description: Take the appropriate steps to prevent fire in a performance environment.

Knowledge detail in learning outcomes

05.01 Fire theory

Understand how a fire arises, develops and behaves.

Understand how fire can be prevented.

05.02 Fire classes

Can recall the different fire classes used in Europe.

Understand the differences between the fire classes.

Can determine the class of a fire.

Can recognize the symbols used for the different fire classes.

Can recall the extinguishing methods for each class.

05.03 Risks of fire, smoke and CO

Understand the effects of fire, smoke and CO on the human body.

Understand the effects of fire, smoke and CO on the spreading of fire.

Understand the effects of fire, smoke and CO on the stability of sets.

Understand the effects of fire, smoke and CO on rigging systems.

Understand the effects of fire, smoke and CO on the building.

05.04 Firefighting signs

Recognize the firefighting symbols.

05.05 Evacuation routes and compartments

Understand the principles of compartments and emergency routes.

Understand the use of safety and emergency lighting.

05.06 Emergency escape or first-aid signs

Recognize the escape route symbols.

05.07 Properties of materials

Understand fire behaviour and stability of materials.

Recognize risks.

Recognize different materials.

05.08 Safety distances

Understand the principles of safety distances.

(09.03 Storage of hazardous substances)

Understand the importance of storing hazardous products in a proper way.

Understand the 5 basic rules for storing hazardous products.

ECVAET 2 – Level 4:

B1.

e. consider by own work the personal protection equipment, clothing regulations and protection measures

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Beachtung der Rechtsvorschriften insbesondere der landesrechtlichen Bestimmungen zu Versammlungsstätten und fliegenden Bauten (Observance of legislation, in particular of the national law to meeting places and temporary structures)

Mitwirken an der Realisierung von Sicherheitsmaßnahmen, insbesondere gegen Unfälle und Brände (Contribute to the realization of safety measures, especially against accidents and fires)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Schutz- und Sicherheitsmaßnahmen in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety and security measures relating to the individual areas of competence.)

Schutz- und Sicherheitsmaßnahmen (Protective and security measures):

Unfallschutz (Vorschriften. Ursachen. Elektrounfall). Schutzarten elektrischer Betriebsmittel. Maßnahmen gegen zu hohe Berührungsspannungen. Erdungsanlagen. Blitzschutz. (Accident protection {regulations, causes, electrical accident}. Protection of electrical equipment. Measures taken against excessive contact voltages. Earthing systems. Lightning protection.)

UNITED KINGDOM – AIM:

Using Tools and Equipment for Construction and Maintenance, M/601/6756
(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Using-Tools-and-Equipment-for-Construction-and-Maint-L2-CV3.pdf)

1. Understand the organizational policies, procedures and legislation relevant to the tools and equipment they use
 - 1.1. Describe the key aspects of current legislation and organizational policies related to working with commonly used tools and equipment

F. 60 80 00 02 Prevent fire in a performance environment

- 1.2. Describe how emergencies such as fires, spillages and injuries relating to your work should be responded to and who should respond
- 1.3. Identify the types of fire extinguishers (such as Water, CO₂, foam and powder) and describe how and when they are used
- 1.4. Describe the procedures used for reporting accidents

G. 60 00 00 06 Follow safety procedures when working at heights

Description

ESCO Title:

Follow safety procedures when working at heights

ESCO Description:

Take necessary precautions and follow a set of measures that assess, prevent and tackle risks when working at a high distance from the ground. Prevent endangering people working under these structures and avoid falls from ladders, mobile scaffolding, fixed working bridges, single person lifts etc. since they may cause fatalities or major injuries.

Context:

Take necessary precautions and follow a set of measures that assess, prevent and tackle risks when working at a high distance from the ground. Prevent endangering people working under these structures and avoid falls from ladders, mobile scaffolding, fixed working bridges, single person lifts etc. since they may cause fatalities or major injuries.

Scope Note:

Includes surfaces and areas more than 1m above adjacent floor, like ladders, mobile scaffolding, fixed working bridges, and telescope single person lifts which can't drive while at height.

Excludes self-driving lifts at heights (cherry picker, fork lifts with basket, ...)

Competence Area:

Health and Safety - General

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/fafbb75f-ec35-4cc2-996a-20c85ef6c266>

Skill:

- Selects and uses the appropriate equipment to go to the high working post
- Identifies / spots environmental influences and changes that affect the safe use (weather, rake, floor stability, ...)

G. 60 00 00 06 Follow safety procedures when working at heights

- Ensures underlying work area is free
- Mounts and uses the equipment according to the safety regulations and instructions
- Visually inspects the equipment
- Applies the appropriate collective protection
- Uses the appropriate personal protection equipment
- Ensures no objects can fall during activity
- Secures small tools and equipment
- Closes off underlying areas
- Communicates with colleagues while working at height

List of Knowledge:

- Ladders
- Mobile tower scaffold
- Mobile elevating work platform
- (Fall protection)

Professional Behaviour/Attitude:

- Safety awareness
- Proactive

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to....

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.

Assessment strategy:

(which methods are preferable, valid or useful)

- Observation (separate or in combination with other skills)

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work)
- Evidence of assessment – Certificates and qualifications
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site

Training and Education:

Training is best done focused on the different elements, after initial training, these can be integrated.

Training for visual inspection of equipment

Training to work on fixed bridges and near floor level differences

Training to carry, set up and use different types of ladders

Training to build, use and take down mobile scaffolding

Training to set up and use a single person platform

After initial training, continuous attention to the actual use is needed during day-to-day activities.

References

ETTE:

Original name: Work safely at height

Original description: 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.

Knowledge detail in learning outcomes

06.01 Ladders

Know the different types of ladders and their use.

Understand how to set up ladders and work on them.

06.02 Mobile tower scaffold

Know what the parts of a mobile tower scaffold are.

Understand how to check, assemble, access and move a mobile tower scaffold.

Know what points you need to pay attention to when working on a mobile tower scaffold.

06.03 Mobile elevating work platform

Understand the risks and safety measures for class A, type 1, mobile elevating work platforms.

(04.05 Fall protection)

Know the different types of equipment for fall protection and their use.

ECVAET 2 – Level 4:

B1.

e. consider by own work the personal protection equipment, clothing regulations and protection measures

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Mitwirken an der Realisierung von Sicherheitsmaßnahmen, insbesondere gegen Unfälle und Brände (Contribute to the realization of safety measures, especially against accidents and fires)

Berufsbezogene Arbeitsschutz- und Unfallverhütungsvorschriften anwenden (Use the occupational health & safety and accident prevention regulations)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)

- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch richtiger Haltung ausführen. (- know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)

- wissen über die berufseinschlägigen Schutz- und Sicherheitsmaßnahmen in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (- know and can act on the occupational safety and security measures relating to the individual areas of competence.)

Schutz- und Sicherheitsmaßnahmen (Protective and security measures):

Unfallschutz (Vorschriften. Ursachen. Elektrounfall). Schutzarten elektrischer Betriebsmittel. Maßnahmen gegen zu hohe Berührungsspannungen. Erdungsanlagen. Blitzschutz. (Accident protection {regulations, causes, electrical accident}. Protection of electrical equipment. Measures taken against excessive contact voltages. Earthing systems. Lightning protection.)

UNITED KINGDOM – AIM:

Selecting and Using Safe Systems for Working at Height, Y/601/6749,

(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Selecting-and-Using-Safe-Systems-for-Working-at-Height-L2-CV3.pdf)

1. Understand the legislation, policies and practices for working safely at height including the use of personal fall protection systems (PFPS)

1.1. Describe the approved codes of practice, legislation and standards as relevant for their individual area of responsibility

1.2. Describe at least two risks associated with working at heights and how to control these risks

1.3. Describe at least two common methods of accessing equipment at height, and the appropriate control measures to be used (prn)

1.4. List the main types of Personal Fall Protection Systems and describe how they are used

2. Be able to confirm the activities and responsibilities for carrying out a particular task at height including any associated risks

2.1. Discuss and agree with their supervisor the activities that need to be undertaken

2.2. Make a risk assessment of the task to be undertaken, taking into account;

G. 60 00 00 06 Follow safety procedures when working at heights

- (a) the potential dangers of falling
 - (b) dropping tools and debris
 - (c) stability of access equipment
 - (d) the working area
 - (e) any overhead cables and equipment
 - (f) other people in the vicinity
3. Be able to select and use appropriate equipment safely when working at height
- 3.1. Identify and select suitable personal protection equipment ensuring that these are in good condition and functioning properly
 - 3.2. Undertake all required pre-use checks, including ensuring that height access equipment is free from obvious defects before use
 - 3.3. Use appropriate equipment safely and correctly when working at height within the limits of their responsibility and operational role
 - 3.4. Communicate appropriately with their supervisor and other members of the team whilst carrying out the directed activities
4. Know how to respond safely and effectively in the event of an emergency
- 4.1. Identify one emergency situation and how they would deal with it
 - 4.2. Identify and describe emergency equipment and safety procedures used by their organisation

TTT-LPT:

60 20 00 01 WORK ERGONOMICALLY

02 Work safe on heights

Skill:

- Select and use the appropriate equipment to go to the high working post
- Use the appropriate personal safety equipment
- Ensure no objects can fall during activity
- Secure small tools and equipment
- Ensure underlying floors are free

Knowledge:

- Risks
- Regulations

Attitude:

Work accurate

BKD Flanders – Level 3:

Werkt met oog voor de eigen veiligheid tijdens het werken

Heft en tilt ergonomisch verantwoord

Werkt veilig op hoogte

Gaat veilig om met materiaal, gereedschap, toestellen, apparatuur, enz.

Gebruikt PBM's waar nodig

Signaleert risico's

Werkt op hoogte

Stelt ladders en rolsteigers op en gebruikt ze

Bedient en gebruikt een eenpersoonshoogtewerker

Beveiligt zich waar nodig

Houdt rekening met wat er onder het werkvlak gebeurt

Zorgt dat geen gereedschappen, onderdelen of hulpmiddelen kunnen vallen

H. 60 45 00 07 Work safely with mobile electrical systems under supervision

Description

ESCO Title:

Work safely with mobile electrical systems under supervision

ESCO Description:

Take the necessary precautions while providing temporary power distribution for performance and art facility purposes under supervision.

Context:

Provide power distribution for lighting, stage, sound, video, and rigging purposes under supervision. 12 This competence is limited to mobile, temporary installations with connectors. It excludes working 13 with generators, camlock or power lock connectors and high voltage (>1000V).

Scope Note:

ESCO: This competence is limited to mobile, temporary installations with connectors. In some countries, workers are only allowed to perform this kind of actions under supervision of a qualified person.

ETTE: This competence specifically deals with activities under supervision (not personal responsibility). In other words, the responsibility for the final work, which is part of electrical legislation and certification in most countries, is the responsibility of the supervisor.

Competence Area:

Health and Safety - electricity

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

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

Skill:

- Provides power distribution for light, stage, sound, video and rigging purposes.
- Calculates mono-phase electric loads.

- Puts cables, fuse boards and splitters in place, based on instructions.
- Connects, labels, protects, and secures cables.
- Performs visual inspections for electrical risks.
- Troubleshoots basic problems: checking cables, connections, ...
- Acts according to the agreed procedure in case of an electrical accident.

List of Knowledge:

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

Professional Behaviour/Attitude:

- Awareness of invisible risks
- Awareness of others' behaviour

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

take the necessary precautions while providing temporary power distribution for performance and art facility purposes under supervision.

Assessment strategy:

(which methods are preferable, valid or useful)

- Can be measured in combination with other competences.
- Can be measured independently based on a specified task.
- The test should include:

Understanding the instructions
Choosing the right cable
Choosing the best cable route
Fixing or securing the cable on the ground
Fixing or securing the cable on structures
Connecting splitters or distribution boxes
Plugging connections
Working efficiently

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work)
- Evidence of assessment – Certificates and qualifications
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site
- Criterion-based interview – (only supporting)
- Written test (multiple choice) – only supporting)
- Written test (open answers) – only supporting)
- Oral test – (only supporting)

Training and Education:

Training can best be done, starting with simple installations where the student has an overview of the whole system. Different systems can be trained separately, for example fly bars, trusses, ground, ... Bit by bit, the complexity can be increased. At the end, the student should be able to work in a complex event or theatre situation.

References

ETTE:

Knowledge detail in learning outcomes

07.01 Basic electrical concepts and calculations

Understand the concepts of voltage, current, resistance and power.

Understand the relation between voltage, current, resistance and power.

Perform simple electrical calculations.

Understand the difference between AC and DC.

Understand the principles of series and parallel connection of loads.

07.02 Electrical Risks

Understand the risks of an electric shock, an arc-flash, overheating and fire.

Be able to perform a simple risk evaluation of a situation where electricity is involved.

07.03 Protection against electrical risks

Can recall the different safety devices, protection classes, IP Codes and procedures for the protection against electrical risks.

07.04 Cables and connections

Understand the different properties of cables and plugs

Are able to identify equipment and material

(04.01 Body protection)

Know the standard personal body protection equipment.

(04.02 Eye and face protection)

Know the standard eye and face protection.

ECVAET 2 – Level 4:

H1.

a. He or she can connect a device to power supply in accordance with specifications.

H2.

a. He or she can select and lay the cables and distribution devices in accordance with circuit and connection diagrams, while

b. considering safety aspects and risk factors (humidity, external heat, grounding, tripping hazard, etc.).

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Mitwirken an der Realisierung von Sicherheitsmaßnahmen, insbesondere gegen Unfälle und Brände (Contribute to the realization of safety measures, especially against accidents and fires)

Berufsbezogene Arbeitsschutz- und Unfallverhütungsvorschriften anwenden (Use the occupational health & safety and accident prevention regulations)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)

- wissen über die berufseinschlägigen Schutz- und Sicherheitsmaßnahmen in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (Know and can act on the occupational safety and security measures relating to the individual areas of competence.)

Schutz- und Sicherheitsmaßnahmen (Protective and security measures):

Unfallschutz (Vorschriften. Ursachen. Elektrounfall). Schutzarten elektrischer Betriebsmittel. Maßnahmen gegen zu hohe Berührungsspannungen. Erdungsanlagen. Blitzschutz. (Accident protection {regulations, causes, electrical accident}. Protection of electrical equipment. Measures taken against excessive contact voltages. Earthing systems. Lightning protection.)

UNITED KINGDOM – AIM:

Install Electrical Equipment for a Live Performance, F/503/5320

(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Install-Electrical-Equipment-for-a-Live-Performance-L2-CV8.pdf)

1. Understand the legislation and regulations that impact on the installation of electrical equipment

1.1. State the relevant legislation that impacts on the installation of electrical equipment in live performance scenarios

1.2. State the procedures that need to be followed prior to the installation

1.3. Describe the specific health and safety requirements related to the workplace which apply to the installation

- 1.4. Classify the hazards associated with installing electrical equipment
 - 1.5. State the personal protective equipment (PPE) that should be used when installing electrical equipment
 - 1.6. State the aspects of the relevant British Standards for Temporary Electrical Systems for Entertainment and Related Purposes which relate to the installation activities required
2. Know how different electrical equipment operates
- 2.1. Describe how a range of different items of equipment and sundries operate in a live performance scenario including:
 - (a) Cabling
 - (b) Control systems
 - (c) Lighting systems
 - (d) Wiring enclosures
 - 2.2. Describe how electrical testing equipment should be safely handled
 - 2.3. Describe the safe methods for lifting and handling equipment during installation
 - 2.4. Explain how components can be checked against the required specification using measures which include:
 - (a) Values
 - (b) Tolerance
 - (c) Current carrying capacity
 - (d) Voltage rating
 - (e) Power rating
 - (f) Working temperature range
 - 2.5. Describe the techniques used to terminate electrical equipment including:
 - (a) Plugs
 - (b) Soldering
 - (c) Screwed
 - (d) Clamped
 - (e) Crimped connections
3. Know how to safely install electrical equipment

- 3.1. Describe the different methods of attaching markers and labels to components and cables to assist with identification
 - 3.2. Describe how to safely adjust components and assemblies to ensure that they function correctly
 - 3.3. State the importance of making 'off-load' checks before proving the equipment with the electrical supply on
 - 3.4. Describe the common problems that can occur with the installation of electrical equipment
 - 3.5. State the documentation to be completed both during and on completion of the installation
 - 3.6. Identify who problems should be reported to when they exceed the level of your own responsibility
4. Be able to install electrical equipment prior to a live performance
 - 4.1. Install electrical equipment according to relevant drawings and specifications
 - 4.2. Use correct tools and equipment for the installation task
 - 4.3. Check that necessary connections are operational
 - 4.4. Check that the full installation is complete according to the specification
 - 4.5. Check that installed equipment is free from damage
 - 4.6. Implement work according to health and safety and other relevant guidelines

TTT-LPT:

11 20 20 01 PROVIDE POWER DISTRIBUTION UNDER SUPERVISION

01 Provide power distribution for light, stage, sound, video and rigging purposes

Skill:

- put cables, fuse boards and splitters in place, based on instructions
- connect power (to main plug)

Knowledge:

- knowledge of the permanent electrical system
- basics of electrical calculation
- be aware of relevant regulations and code of practise

BKD Flanders – Level 3:

Installeert de elektrische mobiele installatie

Legt de kabels

Voorziet de aansluitingsmogelijkheden op het podium

Bewaakt de veiligheid (beschadiging, oververhitting, de verbindingen)

I. 60 30 00 08 Work safely with machines

Description

ESCO Title:

Work safely with machines

ESCO Description:

Check and safely operate machines and equipment required for your work according to manuals and instructions.

Context:

Check and use hand and powered hand tools according to instructions, good practice and manufacturer's manuals. Identify the proper tools to accomplish the job.

Scope Note:

ESCO: Includes more generally used small electrical and mechanical tools like drills, manual sawing machines, washing machines, sewing machines, etc. that are also used in non-professional environment.

ETTE: Includes hand tools like hammers, screwdrivers, staplers, etc.

Includes more generally used small electrical and mechanical tools that are also used in non-professional environments like drills, manual sawing machines, washing machines, floor cleaning machines, sewing machines, etc.

Excludes permanently installed equipment or specialized theatre equipment.

Competence Area:

Health and Safety - machines

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/4c831013-9027-4ec6-83de-c5c19e68d083>

Skill:

- Uses the right tools for the job and material.
- Works according to the safety instructions.

- Ensures work environment is clean, clear and stable.
- Ensures materials are fixed securely.
- Prevents risks for yourself and environment.

List of Knowledge:

- Hand tools
- Powered Hand tools

Professional Behaviour/Attitude:

- Safety awareness
- Awareness of others' behaviour
- Awareness of your environment

Assessment

(Self)assessment:

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

check and safely operate machines and equipment required according to manuals and instructions.

Assessment strategy:

(which methods are preferable, valid or useful)

- Observation (can be independent or in combination with other skills)

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work)
- Evidence of assessment
- Certificates and qualifications
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site
- Criterion-based interview – (only supporting)
- Written test (multiple choice) – (only supporting)
- Written test (open answers) – (only supporting)
- Oral test – (only supporting)

Training and Education:

Initial training can best be done in a protected environment, like a workshop, separate from the complexity of a stage.

Learners should experience the different tools on different materials.

Continuous attention should be taken for all details, including maintenance, the use of the proper tool for the job and keeping order in the workshop.

Once the learners are acquainted with the tools, the use can be integrated in normal work activities for further training and routine.

Permanent repeated briefings on specific issues can keep the attention high.

References

ETTE:

Original title: Work safely with tools

Original description: Work safely with hand tools and commonly used powered hand tools, required for your work, 6 according to manuals and instructions.

Knowledge detail in learning outcomes

08.01 Hand tools

Recognise the different hand tools used on stage.

Know what the possible risks are.

Know what protective measures to take.

08.02 Powered Hand tools

Recognize the different powered hand tools used on stage.

Know what the possible risks are.

Know what protective measures to take.

ECVAET 2 – Level 4:

B1.

- a. He or she knows the necessary work equipment and tools,
- b. knows how to functionally use them

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Sie wählen passende Arbeitsgeräte, Werkzeuge und persönliche Schutzausrüstung aus, um die Komponenten zu montieren. (Select the proper working equipment, tools, and personal protective equipment in order to mount and assemble components.)

Berufsbezogene Arbeitsschutz- und Unfallverhütungsvorschriften anwenden (Use the occupational health & safety and accident prevention regulations)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)

- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch richtiger Haltung ausführen. (Know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)

- wissen über die berufseinschlägigen Schutz- und Sicherheitsmaßnahmen in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (Know and can act on the occupational safety and security measures relating to the individual areas of competence.)

UNITED KINGDOM – AIM:

Using Tools and Equipment for Construction and Maintenance, M/601/6756

(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Using-Tools-and-Equipment-for-Construction-and-Maint-L2-CV3.pdf)

1. Understand the organisational policies, procedures and legislation relevant to the tools and equipment they use

1.1. Describe the key aspects of current legislation and organisational policies related to working with commonly used tools and equipment

1.2. Describe how emergencies such as fires, spillages and injuries relating to your work should be responded to and who should respond

1.3. Identify the types of fire extinguishers (such as Water, CO₂, foam and powder) and describe how and when they are used

1.4. Describe the procedures used for reporting accidents

2. Accurately interpret and clarify relevant information relating to the work to be carried out

2.1. Interpret given information (such as drawings, specifications, risk assessments, method statements, legislation, codes of practice, operating instructions and manufacturers' information) relating to the work and use of powered tools and equipment

2.2. Discuss and agree with their supervisor the tasks and activities to be carried out

3. Use a selection of given tools and equipment safely and appropriately and as directed

3.1. Identify the powered tools required to carry out given activities

3.2. Prepare and check powered tools and/or equipment prior to use in accordance with safe working practices.

3.3. Operate power units, tools and/or ancillary equipment to carry out activities safely and as directed

4. Know how to identify and report/resolve any problems relating to the equipment they are using

4.1. Describe common faults and problems that can occur with two commonly used power tools

4.2. Describe how to resolve the faults within the limits of their responsibilities

4.3. Describe what those limits are, and what to do if faults are outside those limits

5. Be able to safely disassemble and store tools and equipment after use

5.1. Return powered tools and equipment to a safe operational condition on completion of work.

5.2. Disassemble power unit, tools and ancillary equipment as directed

BKD Flanders – Level 3:

Werkt met oog voor de eigen veiligheid tijdens het werken

Heft en tilt ergonomisch verantwoord

Werkt veilig op hoogte

Gaat veilig om met materiaal, gereedschap, toestellen, apparatuur, enz.

Gebruikt PBM's waar nodig

Signaleert risico's

J. 60 40 00 09 Work safely with chemicals

Description

ESCO Title:

Work safely with chemicals

ESCO Description:

Take the necessary precautions for storing, using and disposing chemical products.

Context:

Use, store and dispose chemical products in such a way that injuries and damage to health and environment are avoided.

Scope Note:

Includes washing and cleaning products, glues, paints, make up, smoke liquids, CO₂,... and other products normally used in a performance environment.

Excludes pyrotechnics.

Competence Area:

Health and Safety - Materials

Place in the Process:

Independent

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/89d2bb53-67fc-4b9e-80c7-07b6c587bc0d>

Skill:

- Identifies products based on manufacturers' information, safety information sheets, etc.
- Takes precautions
- Chooses the right tools to handle the materials
- Ensures work environment is clean, clear and stable
- Prevents unnecessary exposure to chemicals
- Ensures ventilation

- Works according to the safety instructions
- Stores chemicals according to regulations
- Disposes chemicals according to regulations
- Acts according to the agreed procedure in case of an accident

List of Knowledge:

- Risks and Labels of hazardous substances
- Safety data sheets
- Storage of hazardous substances
- Danger signs
- Body protection
- Eye and face protection
- Breathing protection

Professional Behaviour/Attitude:

- Safety awareness
- Awareness of long term impact on personal health
- Awareness of risk for other persons' exposition and allergic reaction during work with chemicals
- Respect for safety warnings and instructions

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...
- take the necessary precautions for storing, using and disposing chemical products.

Assessment strategy:

(which methods are preferable, valid or useful)

- Multiple choice for the parts that can't be seen in practice

- Observation (separate or in combination with other skills)

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work)
- Evidence of assessment – Certificates and qualifications
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment – in combination with knowledge tests
- Observation in a real-life environment / on site – in combination with knowledge tests
- Criterion-based interview – in combination with observation
- Written test (multiple choice) – in combination with observation
- Written test (open answers) – in combination with observation
- Oral test – in combination with observation

Training and Education:

Initial training can best be done in a safe environment, using mock-up or household products. The focus should lay on awareness and active use of available information.

In a later practice stage, the learner has to be informed, monitored and corrected every time a new product is used.

References

ETTE:

Original Title: Work safely with chemicals

Original Description: Take the necessary precautions for storing, using and disposing chemical products.

Knowledge detail in learning outcomes

09.01 Risks and Labels of hazardous substances

Recognize the safety labels for chemicals.

Understand the risks and the precautions to be taken.

09.02 Safety data sheets

Understand the purpose of a safety data sheet.

Know where to find the information you need.

09.03 Storage of hazardous substances

Understand the importance of storing hazardous products in a proper way.

Understand the 5 basic rules for storing hazardous products.

(05.11 Danger signs)

Recognize the danger symbols.

(04.01 Body protection)

Know the standard personal body protection equipment.

(04.02 Eye and face protection)

Know the standard eye and face protection.

(04.04 Breathing protection)

Know the different types of breathing protection used in performance and events.

Know how to check and clean the breathing protection.

ECVAET 2 – Level 4:

B1.

a. He or she knows the necessary work equipment and tools,

b. knows how to functionally use them

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik

(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Umsetzung der Vorschriften zur Arbeitssicherheit, des Gesundheits- und Umweltschutzes
(Implementation of occupational safety, health and environmental protection regulations)

Beitragen zur Vermeidung betriebsbedingter Umweltbelastungen im betrieblichen
Einwirkungsbereich (Contribute to the avoidance of operational environmental pollution in
the operational area)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik

(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)

Schutz- und Sicherheitsmaßnahmen (Protective and security measures):

Unfallschutz (Vorschriften. Ursachen. Elektrounfall). Schutzarten elektrischer Betriebsmittel. Maßnahmen gegen zu hohe Berührungsspannungen. Erdungsanlagen. Blitzschutz. (Accident protection {regulations, causes, electrical accident}. Protection of electrical equipment. Measures taken against excessive contact voltages. Earthing systems. Lightning protection.)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen und Brandschutzvorschriften sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the relevant occupational safety and fire safety regulations and on environmental and quality standards related to each area of competence.)

UNITED KINGCOM – AIM:

Cleaning Up Own Work Area T/601/6726

(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Cleaning-Up-Own-Work-Area-L2-CV2.pdf)

1. Understand organisational policies and procedures relating to the safe use of cleaning materials
 - 1.1. Describe the key organisational policies and procedures relating to the safe use of cleaning materials
 - 1.2. Explain how they would take account of these policies when using cleaning materials for a given task
 - 1.3. Identify who to contact to report a problem
2. Safely use appropriate cleaning materials
 - 2.1. Identify the correct materials to use for a given task
 - 2.2. Carry out cleaning activities safely and appropriately
 - 2.3. Check the working area to ensure that has been cleaned thoroughly
3. Safely dispose of and store materials as directed
 - 3.1. Store re-usable materials appropriately and according to organisational policies and procedures

3.2. Dispose of waste materials appropriately and according to organisational policies and procedures

3.3. Store tools and equipment safely and appropriately

3.4. Leave the working area in a tidy and safe condition

K. 04 00 20 10 Assemble performance equipment

Description

ESCO Title:

Assemble performance equipment

ESCO Description:

Set up sound, light and video equipment on stage before performance event according to specifications.

Context:

Unload, hang, place and secure different types of temporary performance equipment on existing structures and on and around the stage floor.

Scope Note:

Excludes the building, using and hanging of the suspension constructions.

Limited to the physical placement of the temporary equipment.

Excludes the electrical connections (which are dealt with in the competence on mobile electricity).

Competence Area:

Fly systems, General

Place in the Process:

Preparation

EQF-Level:

3

ESCO Concept URI:

<http://data.europa.eu/esco/skill/79edf815-70bf-48fc-a2f4-86ae5d372918>

Skill:

- Transports, places, moves, stacks and transports technical performance equipment and materials according to the needs during the fit up.
- Inspects the technical performance equipment visually for damage, wear and tear.
- Mounts and rigs technical performance equipment according to instructions and/or plans.
- Takes safety precautions when working at or below heights.

- Checks that technical performance equipment and objects can move freely during different operations when needed.
- Immobilizes technical performance equipment once in place.
- Secures technical performance equipment and accessories.
- Checks that all technical performance equipment is secured according to safety procedures.
- Takes action if something goes wrong or is unsafe.
- Reports if something is not performed according to the agreed procedures.

List of Knowledge:

- Principles of mechanics
- Identifying and checking technical performance equipment
- Suspension systems
- (02.01 Risks on stage)

Professional Behaviour/Attitude:

- Safety awareness
- Awareness of others behaviour
- Attention to movements around you

Assessment

(Self)assessment:

Rubrics (point of view candidate, low to high)

- I don't know how to...
- I am uncertain how to...
- I know how to...
- I am more than able to...

set up sound, light and video equipment on stage before performance event according to specifications.

Assessment strategy:

(which methods are preferable, valid or useful)

- Observation (in combination with other skills)

Portfolio Assessment/LLDT:

(Typical proof would be)

- Recorded activity (Practical ability, independent work)
- Evidence of assessment – Certificates and qualifications
- Witness statement / peer evaluation (only supporting)
- Contracts and work sheets (only supporting)

Valid Assessment Methods:

- Observation in a simulated environment
- Observation in a real-life environment / on site

Training and Education:

After initial training, focused on the recognition of the different materials, it is important to train the use of the different types of equipment in a safe environment. In a next step, students should be trained in different real-life environments, covering different types of contexts, suspension systems, equipment types, etc. Once they are acquainted with the fitting up and rigging procedures, they become part of normal practice, but the students should be monitored permanently to ensure sufficient routine is built up.

References

ETTE:

Original title: Fit up performance equipment

Knowledge detail in learning outcomes

10.01 Principles of mechanics

Understand the concept of forces.

Know the basics about static and dynamic forces.

Understand the concept of safety factors.

Understand the concept of load limits.

Understand the difference between point load and distributed load.

10.02 Identifying and checking technical performance equipment

Identify technical performance equipment and accessories.

Know what to check for visual damage.

Recognize different identifiers of equipment.

10.03 Suspension systems

Recognize different suspension systems.

Understand the functioning of different suspension systems.

Understand the risks of different suspension systems.

(02.01 Risks on stage)

Understand the different risks on stage.

ECVAET 2 – Level 4:

G1.

a. He or she can erect and dismantle stage structures and decoration after instruction and

b. in compliance with the necessary safety measures.

K1.

a. In accordance with specifications, he or she prepares materials and devices from the warehouse to be transported.

b. He or she reports missing material and

c. performs the tasks of warehouse management (e.g. inventory management, ratios, stocktaking).

GERMANY – Vocational Education – Event Technician:

Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

Sensibilisierung für die individuelle und gesellschaftliche Bedeutung von Arbeits- und Gesundheitsschutzbestimmungen, (Awareness of the individual and societal significance of work and work health policy)

Umsetzung der Vorschriften zur Arbeitssicherheit, des Gesundheits- und Umweltschutzes
(Implementation of occupational safety, health and environmental protection regulations)

Beachtung der Rechtsvorschriften insbesondere der landesrechtlichen Bestimmungen zu Versammlungsstätten und fliegenden Bauten (Observance of the legislation, in particular of the national law to meeting places and temporary structures)

Mitwirken an der Realisierung von Sicherheitsmaßnahmen, insbesondere gegen Unfälle und Brände (contribute to the realization of safety measures, especially against accidents and fires)

Mitwirkung bei Gefährdungsbeurteilungen sowie Vorschläge zur Verbesserung der Sicherheit von Veranstaltungen und Produktionen erarbeiten (Participation in hazard assessments and proposals to improve safety develop events and productions,)

Beitragen zur Vermeidung betriebsbedingter Umweltbelastungen im betrieblichen Einwirkungsbereich (contribute to the avoidance of operational environmental pollution in the operational area)

AUSTRIA – Vocational Education – Event Technician:

Wiener Landeslehrplan für den Lehrberuf Veranstaltungstechnik
(GZ: 350.010/0014kanz3/2013)

Die Schülerinnen und Schüler

- wissen über die berufseinschlägigen Sicherheitsbestimmungen sowie über Umwelt- und Qualitätsstandards in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (The students know and can act on the occupational safety, environmental and quality standards in each area of competence.)
- kennen die optimale Gestaltung von Arbeitssystemen in Bezug auf die Abstimmung zwischen Mensch, Maschine und Arbeitswelt und können die Arbeiten in ergonomisch richtiger Haltung ausführen. (- know the optimal design of work systems in terms of coordination between man, machine and work environment and can perform the work in an ergonomically correct attitude.)
- wissen über die berufseinschlägigen Schutz- und Sicherheitsmaßnahmen in Bezug auf die einzelnen Kompetenzbereiche Bescheid und können danach handeln. (- know and can act on the occupational safety and security measures relating to the individual areas of competence.)

Schutz- und Sicherheitsmaßnahmen (Protective and security measures):

Unfallschutz (Vorschriften. Ursachen. Elektrounfall). Schutzarten elektrischer Betriebsmittel. Maßnahmen gegen zu hohe Berührungsspannungen. Erdungsanlagen. Blitzschutz. (Accident protection {regulations, causes, electrical accident}. Protection of electrical equipment. Measures taken against excessive contact voltages. Earthing systems. Lightning protection.)

UNITED KINGDOM – AIM:

Getting In, Setting up equipment, and getting out in technical theatre, Y/601/6735

(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Getting-In--Setting-Up-Equipment-and-Getting-Out-in-Tech-Theatre-L2-CV3.pdf)

1. Be able to understand the requirements and procedures for “getting in” and “getting out”

1.1. Describe the current regulations, environmental, and health and safety considerations relevant to the use of materials, processes and technology for getting in and getting out

1.2. Describe safe manual handling and manoeuvring techniques and requirements to be used when getting in and getting out

2. Be able to confirm the activities to be undertaken and prepare for “getting in” and “getting out”

2.1. Discuss and agree with their supervisor the tasks to be completed, the timescales and requirements

2.2. Carry out activities to prepare the area where the components will be moved, making sure it is clean and tidy

3. Be able to carry out activities as directed safely and appropriately

3.1. Move items as directed to the correct location efficiently and effectively

3.2. Assemble items together as directed, using standard components in an appropriate fashion

3.3. Use correct techniques for manual handling and manoeuvring of items

3.4. Communicate with and assist other members of the team in a constructive manner

4. Be able to check and store equipment and items

4.1. Pack items identified for transport or storage appropriately and store them as directed

4.2. Check that items are packed and stored appropriately and safely

See also:

- Ensure the Safe and Efficient Loading of Vehicles Used within the Entertainment Industry, H/503/5293
(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Ensure-the-Safe-and-Efficient-Loading-of-Vehicles-Used-Within-the-Ent-Ind-L2-CV2.pdf)
- Ensure the Safe and Efficient un-Loading of Vehicles Used within the Entertainment Industry, H/503/5294
(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Ensure-Safe-and-Efficient-Un-Loading-of-Vehicles-Used-Within-Ent-Ind-L2-CV2.pdf)

TTT-LPT:

00 00 00 01 GET IN AND GET OUT PERFORMANCE EQUIPMENT

01 Load and unload the equipment

Skill:

Handle equipment safely

Handle equipment ergonomically

Knowledge:

Understand the value of the equipment

Ergonomic principles

Attitude:

works carefully

Autonomy:

works under supervision

02 Check the equipment

Skill:

Is able to recognise possible damage

Communicate about damage to the appropriate person

Knowledge:

Equipment know-how

Attitude:

Feel responsible

Autonomy:

Works under supervision

03 Transport

Skill:

Handle equipment safely

Is able to use the proper gateways and routes

Using the right equipment to transfer items

Knowledge:

Understand the value of the equipment

Knowledge of the logistical environment

Attitude:

Works carefully

BKD Flanders – Level 3:

Vervoert het materiaal

Maakt materiaal transportklaar

Laadt en en lost het materiaal

Gebruikt gepaste hulpmiddelen

Controleert de inhoud

Beveiligt de lading

Plaatst en bedient de podiummechanica

Controleert de bevestiging van toestellen of onderdelen

Legt de tegengewichten in

Hangt de trekken op de goede hoogte (is bv. nodig om de spots te kunnen richten) en merkt ze (duidt aan tot waar ze moeten zakken of stijgen tijdens de voorstelling)

Bedient de trekken tijdens de voorstelling

Voert changementen uit (stukken weghalen, afhaken, wegrollen, naar de scène schuiven, ...)

Monteert en plaatst zelfsteunende systemen

Monteert trussen

Slaat trussen aan

Onderhoudt en voert kleine herstellingen uit (reinigen, opspannen, ...)

Voert de decormontage en -demontage uit

Plaatst en monteert decoronderdelen

Bevestigt decorstukken aan vaste en bewegende ophangstructuren

Plaatst standaardpodiummateriaal (praktikabels, trappen, balletvloer,...)

Knoopt doeken in

Vouwt doeken

K. 04 00 20 10 Assemble performance equipment

Demonteert decoronderdelen

Voert kleine herstellingen uit aan de decoronderdelen

Sources

ESCO database (<https://ec.europa.eu/esco/portal/home> 7/7/2018)

ETTE developers handbook v. 01_01_EN_03

ECVEAT 2 Matrix

ECVAET3 Competence Matrix

(http://ecvaet3.eu/images/IO3_ECVAET-3-Competence-matrix-EN.pdf)

TTT-LPT intro and units (May 2013)

AIM Awards Suite Of Technical Theatre Sound, Light And Stage (QCF) Qualifications V1.Docx and underlying documents.

(https://www.aimawards.org.uk/clientfiles/files/units/spec_documents/AIM-Awards-Suite-of-Technical-Theatre-Sound--Light-and-Stage--QCF--Qualifications-V1.pdf)

Awareness of Health and Safety in the Creative and Cultural Sector, J/601/6715
(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Awareness-of-Health-and-Safety-in-the-Creative-and-Cultural-Sector-L2-CV2.pdf)

Manual Handling and Lifting Loads, L/601/5971
(https://www.aimawards.org.uk/clientfiles/files/units/aim_units/Manual-Handling-and-Lifting-Loads-L2-CV2.pdf)

Using Tools and Equipment for Construction and Maintenance, M/601/6756
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Rahmenlehrplan für den Ausbildungsberuf Fachkraft für Veranstaltungstechnik
(Beschluss der Kultusministerkonferenz vom 17.03.2016)

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