cCLEP! - Certified Competences for Live Event Professionals

Erasmus Plus Programme

Strategic Partnerships for vocational education and training

Cclep! Training Models for the professions of Rigger, Scaffolder and Production Manager

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The project

This publication is one of the final product of the project cCLEP! - Certified Competences for Live Event Professionals, Erasmus Plus Programme - Strategic Partnerships for vocational education and training -

Aim of the project was to promote the official recognition and validation of qualifications, skills and competences of some key professions of the live events industry. Particularly the professional profiles we focused on are:

- Rigger;
- Scaffolder;
- Production manager.

https://www.cclep.eu

For the purposes of the outputs the scope of live events is:

- Live Music
- Live TV for example; sporting , awards, talent shows etc.
- Corporate for example; conventions, fashion shows, political & religious etc.

The project partners

- Assomusica Associazione (Coordinator)
- Patou International / Eclee(Fr)
- Epralima_Escola Profissional Do Alto Lima, C.I.P.R.L. (Pt)
- Mousikes Ekdilosis Syntonismos Organosi (Gr)
- Regione Emilia Romagna (It)
- PLASA -Professional Lighting And Sound Association (UK)[1]

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[1] PLASA only provided input into the rigging profession

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Introduction

These guidelines concern the training of professional figures of **Rigge**r, **Scaffolder** and **Production Manager.** We wanted to create a document that could be valid at European level, based above all on the experiences developed by those working in this sector, both in the training of these professional figures (when present), and as professionals in this area.

Here are some basic elements for understanding and using these guidelines:

- The training in these three professional figures concerns **people who have already developed some prior professional experience;** for example, for the profession of Rigger and Scaffolder, some people may already have a background in working at height. Equally, people that want to became Production Manager, usually have worked in one or more relevant roles in the entertainment industry, including business background such as agents, promoters, musicians; or they are professional coming from a technical positions like stage manager, rigger, sound, lightning and video engineers or operators.

- These training courses, within the training systems of the partner countries of the cCLEP! Project, as well as within the European countries in general, can be considered as **specialised courses, aimed at people who already have a professional qualification or professional experience**, who intend to deepen their knowledge and skills in the professional sector of their interest.

- Given these fundamental aspects, it is obvious that the organizations that have an interest in activating these training activities have the task of creating courses adapted to their respective national regulations, in terms of hours, certifications, methods of recognition of previous skills, etc.

I.Rigger

1. Title: Rigger technician

1.1. Description

This training aims to prepare for the profession of rigger in the field of events and live shows. Riggers are specialized technicians who work at height, on the ground, in the design, preparation, positioning and installation of rigging systems composed of different types of lifting elements and accessories, designed to support equipment technical, scenic and structural, as well as artists and performers. Their work is essential in many types of productions and venues, from clubs to arenas and stadiums, theaters to temporary outdoor spaces.

Riggers on site perform the following functions:

- Assemble, lift and attach rigging points to supporting structures;
- Attach lifting equipment to rigging points;
- Assemble and attach rigging equipment such as trusses and spreaders;
- Connect loads to lifting / equipment and carry out lifting operations;
- Assemble the electrical supply and controllers for the hoists;
- Fault finding and maintenance of their equipment;
- Operating lifting equipment as part of the production or project;
- Lower loads disassemble equipment and pack for transport.

These functions evolve according to the three levels of the rigger profession: basic rigger, advanced rigger & head rigger. For each level, the guide lines foreseen:

- a path of recognition of previous skills, both for accessing the first level and for subsequent levels; this allows both to verify what are the necessary requirements for access, and to understand which skills the professional who wants to specialize must integrate, recognizing those that may already exist;
- a scheme of skills that make up a complete training path, for each level.

1.2. Target group

The minimum requirement is:

- to be adult (18 years);
- physically fit to climb safely;

- To have some previous experiences and qualifications, also according to the national legislations, for example, in Italy, it is compulsory to have a National Certificate Rope Access and to have a basic security certificate, this does not apply in other countries.

1.3. Duration

The following guide lines draw some average parameters and propose paths according to a model developed by the project partners. The route is organized according to the different levels of the Rigger that must be followed in order:

1.3.1 Rigger

a) **Theoretical training in classroom:** around 40 hours

b) **Simulated Practical training:** around 40 hours

c) **Apprenticeship in job environment:** working at least in 20 live productions spread evenly

d) **Estimated duration of the specialization path:** 18 months

1.3.2. Advanced Rigger

a) **Theoretical training in classroom:** around 60 hours

b) **Simulated Practical training:** around 60 Hours

c) **Apprenticeship in job environment:** working at least in 25 live productions.

d) **Estimated duration of the specialization path:** one year

1.3.3. Head Rigger

a) **Theoretical training in classroom:** around 60 Hours

b) **Simulated Practical training:** around 60 Hours

c) **Apprenticeship in job environment:** working at least in 30 live productions

d) **Estimated duration of the specialization path:** one year

1.4. Number of Participants

Regarding the number of participants, the only sensitive aspects that have to be considered as guidelines regards the max n. of participants of the practical indoor, that have to be not over 5-6 participants.

1.5. Certification provided and EQF

The certification provided depends from the national regulation of the VET sector, and therefore differs from Country to Country.

Also with regard to the equalization to the EQF level, the countries that already have a recognition of this professional figure do not always converge in the attribution of the level. However, according to the EQF frame, the Rigger levels previously described can be situated as follows:

a) Basic Rigger (L1) – EQF 3

b) Advanced Rigger (L2) – EQF 4

c) Head Rigger (L3) – EQF 5

1.6. Recognition of riggers

The recognition path identifies what are the necessary requirements for access, and which skills the professional who wants to specialize must integrate, recognizing those that may already exist;

The skills recognition methods include:

- ✓ practical tests;
- ✓ certifications;
- ✓ collection of evidences with respect of realizations done;
- ✓ theoretical tests.

Below is a possible outline of recognition of previous skills.
A further aspect concerns the evaluation system, which here for example takes place on a scale of one to five. This scale can vary, obviously, depending on the national systems, but the purpose of this work is to propose a series of contents, which, when adopted at European level, unify these profiles in a transnational manner.

1.6.1. Recognition of Rigger

Competence Units (UC) Pre- Defined for Rigger

Tasks	Competences	Evaluation (1 to 5)
UC 1 – Mathematic & physics		
1.1 – Ability to make basic calculations	1.1.1 Performing basic force calculations in relation to suspended and supported loads	
UC 2 – Reading plans		
2.1 – Ability to follow a plan indications	2.1.1 Ability to read a plan and to understand all the indications.	
2.2 – Ability to exchange information using ICT	2.2.1 Capacity to use the Office pack.	
UC 3 – Rigging		
3.1 – Ability to work safely	3.1.1 Ability to safely access work area at height. 3.1.2 Ability to work safely at height. 3.1.3 Ability to use electronic & technical equipment. 3.1.4 Ability to perform visual inspections of the materials and equipment they are using and to identify potential risks deriving from their condition.	
3.2 – Ability to use the PPE	3.2.1 Select, Inspect and Record PPE 3.2.2 Use PPE correctly	
3.3 – Ability to carry out lifting operations	3.3.1 Use and operate access equipment including powered mobile access equipment. 3.3.2 Ability to assemble & disassemble equipment following manufacturing instructions.3.3.3 Carry out the set up and de-rig using rigging equipment safely in line with current and relevant codes of practices.	
UC 4 – Management		
4.1 – Ability to work in a team	4.1 Ability to work effectively as part of the Production team	
4.2 – Ability to exchange information in a team	4.2 Ability to effectively communicate, giving and receiving instructions with others.	
UC 5- language		
5.1 – Ability to communicate in English	5.1 Ability to read information in English. 5.2 Ability to speak in English.	

1.6.2. Recognition of Advanced Rigger

Competence Units (UC) Pre- Defined for Advanced Rigger

Tasks	Competences	Evaluation (1 to 5)
UC 1 – Mathematic & physic		
1.1 – Ability to make advanced calculations	1.1.1 Performing advanced force calculations in relation to suspended and supported loads.	
UC 2 – Reading plans		
2.1 – Ability to follow a plan indications	2.1.1 Ability to read a plan and to understand all the indications. 2.1.2 Ability to give a feedback to the head rigger and the engineer about the technical implementation.	
2.2 – Ability to exchange informations using ICT	2.2.1 Capacity to use the Office pack. 2.2.2 Capacity to use Autocad.	
UC 3 – Rigging		
3.1 – Ability to work safely	3.1.1 Physical ability to climb with ropes. 3.1.2 Ability to work safely at height. 3.1.3 Ability to manipulate electronic & technical equipment. 3.1.4 Ability to perform sight inspections of the materials they are using and to identify potential risks deriving from their condition.	
3.2 – Ability to use the PPE	3.2.1 Ability to set up, use and strike rigging equipment safely.	
3.3 – Ability to carry out lifting operations	3.3.1 Use and operate access equipment including powered mobile access equipment. 3.3.2 Ability to assembly & disassembly following the technical instructions.	
UC 4 – Management		
4.1 – Ability to work in a team	4.1.1 Ability to work effectively as part of the Production team. 4.1.2 Ability to manage a part of a team.	
4.2 – Ability to exchange informations in a team	4.2.1 Ability to effectively communicate, giving and receiving instructions with others.	
UC 5- language		
5.1 – Ability to communicate in english	5.1.1 Ability to read informations in english. 5.1.2 Ability to speak in English.	

1.6.3. Recognition of Head Rigger

Competence Units (UC) Pre- Defined for Head Rigger

Tasks	Competences	Evaluation (1 to 5)
UC 1 – Mathematic & physic		
1.1 – Ability to make advanced calculations	1.1.1 Performing advanced force calculations in relation to suspended and supported loads.	
UC 2 – Reading plans		
2.1 – Ability to follow a plan indications	2.1.1 Ability to design & to interpret a plan. 2.1.2 Ability to give a feedback to the engineers about the technical implementation.	
2.2 – Ability to exchange informations using ICT	2.2.1 Capacity to use the Office pack. 2.2.2 Capacity to use Autocad.	
UC 3 – Rigging		
3.1 – Ability to work safely	3.1.1 Physical ability to climb with ropes. 3.1.2 Ability to work safely at height. 3.1.3 Ability to manipulate electronic & technical equipment. 3.1.4 Ability to perform sight inspections of the materials they are using and to identify potential risks deriving from their condition.	
3.2 – Ability to use the PFPS (Personal Full Protection Systems)	3.2.1 Ability to inspect and use the PFPS (Personal Full Protection Systems	
3.3 – Ability to carry out lifting operations	3.3.1 Use and operate access equipment including powered mobile access equipment. 3.3.2 Ability to decide the most effective way to assembly & disassembly following the technical instructions.	
UC 4 – Management		
4.1 – Ability to work in a team	4.1.1 Ability to work effectively as part of the Production team. 4.1.2 Ability to manage a team.	
4.2 – Ability to exchange informations in a team	4.2.1 Ability to effectively communicate, giving and receiving instructions with others.	
UC 5- language		
5.1 – Ability to communicate in english	5.1.1 Ability to read informations in english. 5.1.2 Ability to speak in English.	

1.7. Training course contents for Rigger

Course contents (CC) for Rigger				
Units	**Modules**	**Classroom**	**Indoor**	**Job environment**
UC 1 – Sciences				
1.1 – Mathematics	1.1.1 Basic force calculations. 1.1.2 Strength of materials.	**x**		
1.2 – Architecture	1.2.1 Plans interpretation.	**x**	**x**	**x**
1.3 – ICT	1.3.1 Introduction to the Office pack.	**x**		
UC 2 – Practice				
2.1- Practice	2.1.1 Materials & equipment for live music events. 2.1.2 Fundamentals of manipulations 2.1.3 Fundamentals of assembly & disassembly. 2.1.4 Fundamentals of lifting operations.	**x**	**x**	**x**
UC 3 – Safety				
3.1 – Legislation	3.1.1 Fundamentals of EU legislation. 3.1.2 Live music events safety legislation. 3.1.3 The profession of rigger.	**x**		
3.2 – Safety rules	3.2.1 Safety rules of PPE rigging equipment. 3.2.2 Fundamentals of inspection rules 3.2.3 Fundamentals of electronic & technical equipment manipulations.	**x**		
UC 4 – Management				
4.1 – Team building	4.1.1 Principles of a rigging team. 4.1.2 Live events stakeholders.	**x**		
4.2 – Communication	4.2.1 Fundamentals of communication in a rigging team. 4.2.2. Communication at height.	**x**	**x**	**x**

UC 5- language				
5.1 – English	5.1.1 Technical instructions (level 1). 5.1.2 English communication (level 1).	**x**	**x**	**x**

Course contents (CC) for Advanced Rigger

Units	Modules	Classroom	Indoor	Job environment
UC 1 – Sciences				
1.1 – Mathematics	1.1.1 Advanced force calculations. 1.1.2 Strength of materials (level 2).	**x**		
1.2 – Architecture	1.2.1 Plans interpretation. 1.2.2. Plans design (level 1).	**x**	**x**	**x**
1.3 – ICT	1.3.1 Office pack (level 2). 1.3.2 Autocad (level 1).	**x**		
UC 2 – Practice				
2.1 Practice	2.1.1 Materials & equipment manipulations (level 2). 2.1.2 Assembly & disassembly (level 2). 2.1.3 Lifting operations (level 2).	**x**	**x**	**x**
UC 3 – Safety				
3.1 – Legislation	3.1.1 Applying safety legislation as a team manager.	**x**	**x**	**x**
3.2 – Safety rules	3.2.1 Safety rules of PPE rigging equipment (level 2). 3.2.2 Inspection rules for the team manager 3.2.3 Electronic & technical equipment manipulations (level 2).	**x**	**x**	**x**
UC 4 – Management				

4.1 – Team building	4.1.1 Managing a rigging team. 4.1.2 Managing relations with the stakeholders.	**x**	**x**	**x**
4.2 – Communication	4.2.1 Managing the communication in a rigging team. 4.2.2. Managing the communication at height.	**x**	**x**	**x**
UC 5- language				
5.1 – English	5.1.1 Technical instructions (level 2). 5.1.2 English communication (level 2).	**x**	**x**	**x**

Course contents (CC) for Head Rigger

Units	Modules	Classroom	Indoor	Job environment
UC 1 – Sciences				
1.1 – Mathematics	1.1.1 Advanced force calculations (level 2). 1.1.2 Strength of materials (level 3).	**x**		
1.2 – Architecture	1.2.1 Plans interpretation. 1.2.2. Plans design (level 2).	**x**	**x**	**x**
1.3 – ICT	1.3.1 Office pack (level 3). 1.3.2 Autocad (level 2).	**x**		
UC 2 – Practice				
2.1- Practice	2.1.1 Materials & equipment manipulations (level 2). 2.1.2 Assembly & disassembly (level 3). 2.1.3 Lifting operations (level 2).	**x**	**x**	**x**
UC 3 – Safety				
3.1 – Legislation	3.1.1 Applying safety legislation as a team manager (level 2).	**x**	**x**	**x**
3.2 – Safety rules	3.2.1 Safety rules of PPE rigging equipment (level 3). 3.2.2 Inspection rules for the team manager 3.2.3 Electronic & technical equipment manipulations (level 3).	**x**	**x**	**x**
UC 4 – Management				

4.1 – Team building	4.1.1 Managing a rigging team as a Head rigger. 4.1.2 Managing relations with the stakeholders.	**x**	**x**	**x**
4.2 – Communication	4.2.1 Managing the communication in a rigging team. 4.2.2. Managing the communication at height.	**x**	**x**	**x**
UC 5- language				
5.1 – English	5.1.1 Technical instructions (level 3). 5.1.2 English communication (level 3).	**x**	**x**	**x**

II.Scaffolder

2. **Title:** Scaffolder Technician

2.1. Description

This training aims to prepare for the profession of scaffolder in the field of events and live shows.

The primary task of the Scaffolder, whose traditional name has recently been updated to Temporary Demountable Structure Builder" (TDSB), is to assemble temporary structures, usually made-up of pre-manufactured components, in multiple configurations, able to support all the technical equipment (rigging, audio, light, video, etc.) as well as the scenic, artistic and performing elements of the show.

Scaffolders assemble and dismantle various types of temporary structures such as stages, ground support, towers, platforms, roofs and large tents. The structures usually consist of prefabricated modular elements that are often pre-assembled on the ground, according to the safety rules. In collaboration with the site manager's team, scaffolders often supervise the choice of material and the activities for the protection and re-enforcement of the floor, according to the type of the surface.

a) Scaffolder's chief (head of construction) on site perform the following functions:

- Interprets the design and establishes the most efficient way to manage it, assigning roles and tasks to every single member of his team.
- Performs a direct check of compliance and conditions of the venue/location, in particular to the ground surface that will host and support the structures.
- Carries out geodetic and topographical surveys with tools such as Theodolite and levels (outdoor).
- Marks out on the ground the main points that determine the precise positioning of the structures according to a designed footprint layout.
- Constantly checks the compliance between the project and the progressive setting-up of the structures.
- Coordinates with the rigging team for the installation of any lifting equipment on the temporary structures.

b) Scaffolders on site perform the following functions:

- Supervise and manage the activities of unloading the materials from the trucks and positioning on the ground in the most appropriate way according to the set-up procedures and sequences.
- Supervise the management of all the machineries needed to move and lift the materials and the pre-assembled structural elements.
- Coordinate the crew dedicated to the moving of structural material (stage hands and climbers), advising the best way to manually manage it, especially the non-standard elements.
- Directly perform the manual activity of setting-up and dismantling the single components of the structures.
- Manage and/or coordinate the correct installation of the weather-proof covers of the structures, both at height and on the ground.
- During the load-out, supervise and manage all loading activities of the structural materials into the truck.

2.2. Target Group

The minimum requirement is:

- to be adult (18 Years)
- physically fit to climb safely;
- to have some previous experiences and qualifications, also according to the national legislations (for example, in Italy, is compulsory the habilitation to work at high with ropes and to have a basic security certificate).

2.3. Duration

The following guide lines draw some average parameters and propose paths according to a model developed by the project partners. The route is organized according to the different levels of the Scaffolder.

2.3.1 Scaffolder

a) Theoretical training in classroom: around 40 hours

b) Simulated Practical training: around 40 hours

c) Apprenticeship in job environment: working at least in 20 live productions spread evenly

d) Estimated duration of the specialization path: 18 months

2.3.2. Advanced Scaffolder

a) Theoretical training in classroom: around 60 hours

b) Simulated Practical training: around 60 Hours

c) Apprenticeship in job environment: working at least in 25 live productions.

d)Estimated duration of the specialization path: one year

2.3.3. Scaffolder Chief

a) Theoretical training in classroom: around 60 Hours

b) Simulated Practical training: around 60 Hours

c) Apprenticeship in job environment: working at least in 30 live productions

d) Estimated duration of the specialization path: one year

2.4. Number of Participants

Regarding the number of participants, the only sensitive aspects that have to be considered as guidelines regards the max n. of participants of the practical indoor, that have to be not over 6.

2.5. Certification provided and EQF

The certification provided depends from the national regulation of the VET sector, and therefore differs from Country to Country.

Also with regard to the equalization to the EQF level, the countries that already have a recognition of this professional figure do not always converge in the attribution of the level. However, according to the EQF frame, the Scaffolder levels previously described can be situated as follows:

a) Scaffolder (L1) – EQF 3

b) Advanced Scaffolder (L2) – EQF 4

c) Scaffolder Chief (L3) – EQF 5

2.6. Recognition of scaffolders

The recognition path identifies what are the necessary requirements for access, and which skills the professional who wants to specialize must integrate, recognizing those that may already exist;

The skills recognition methods include:

- ✓ practical tests;
- ✓ certifications;
- ✓ theoretical tests.

2.6.1 Recognition of Scaffolder

Competence Units (UC) Pre- Defined for Scaffolder

Tasks	Competences	Evaluation (1 to 5)
UC 1 – Mathematic, Physics & Meteorology		
1.1 – Ability to simple calculations	1.1.1 Have a basic notion of maths, physics and mechanics in relation to their application to temporary structures.	
1.2- Ability to understand the impact of changing of weather conditions	1.2.1 Understand health and safety responsibilities and procedures in the event of adverse weather conditions.	
UC 2 – Interpret Drawings		
2.1 – Ability to realize the drawing	2.1.1 Ability to interpret the technical requirements of the drawings; 2.1.2. Understand the procedure for reporting any changes or variants to supervisor. 2.1.3 Ability to follow the drawing.	
UC 3 – Health & Safety and Welfare		
3.1 – Ability to work safely	3.1.1 Ability to work safely at height. 3.1.2. Ability to perform sight inspections of the materials they are using and to identify potential risks deriving from their condition.	
3.2 – Ability to use the PFPS (Personal Full Protection Systems)	3.2.1 Ability to inspect and use the PFPS (Personal Full Protection Systems)	
3.3 – Ability to carry out lifting operations	3.3.1 Use and operate access equipment including powered mobile access equipment.	
3.4- Ability to supervise Health and Safety	3.4.1. Ability to work safely, know individual limitations, ensure health and safety requirements are met, including Manual Handling, working at height.	
UC 4 – Management		

4.1 – Ability to work as a part of a team	4.1.1 Ability to work as a part of a team. 4.1.2. Ability to maintain and interpret schedules.	
4.2-Ability to communicate	4.2.1. Ability to communicate and receiving instructions from others.	
UC 5- language		
5.1 – Ability to understand simple instructions in English	5.1.1 Have a basic understanding of English.	
UC6 – Structure, Architecture and Operations		
6.1. Ability to assemble and disassemble structures	6.2.1. Ability to assemble and disassemble structures following the instructions. 6.2.2 Ability to evaluate the static stability during the set-up of a structure and report any changes to the supervisor.	
6.3.Ability to carry out materials of the structures	6.3.1. Ability to select and use the correct materials, set up and dismantle component materials; 6.3.2. Carry out loading activities of the structural materials into the trucks during the load-out.	

2.6.2 Recognition of Advanced Scaffolder

Competence Units (UC) Pre- Defined Advanced Scaffolder

Tasks	Competences	Evaluation (1 to 5)
UC 1 – Mathematic, Physics & Meteorology		
1.1 – Ability to make calculations	1.1.1 Have general notions of maths, physics and mechanics in relation to their application to temporary structures.	
1.2- Ability to understand the impact of changing of weather conditions	1.2.1 Understand health and safety responsibilities and procedures in the event of adverse weather conditions.	
UC 2 – Interpret Drawings		
2.1 – Ability to realize the drawing	2.1.1 Ability to interpret the technical requirements of the drawings; 2.1.2. Understand the procedure for consulting and verifying the drawing with the Scaffolder Chief; 2.1.3 Ability to realize the drawing.	
UC 3 – Health & Safety and Welfare		
3.1 – Ability to work safely	3.1.1 Ability to work safely at height. 3.1.2. Ability to perform sight inspections of the materials they are using and to identify potential risks deriving from their condition.	
3.2 – Ability to use the PFPS (Personal Full Protection Systems)	3.2.1 Ability to inspect and use the PFPS (Personal Full Protection Systems)	
3.3 – Ability to carry out lifting operations	3.3.1 Use and operate access equipment including powered mobile access equipment.	
3.4- Ability to supervise Health and Safety	3.4.1. Ability to supervise the crew ensuring all health and safety requirements are met, including Manual Handling, working at height	
3.5. Ability to carry out rescue operations	3.5.1. Ability to carry out the risk assessment. 3.5.2. Ability to carry out rescue operations at height.	
UC 4 – Management		
4.1 – Ability to cooperate with the production team	4.1.1 Ability to cooperate with the Production team. 4.1.2. Ability to maintain and interpret schedules.	
4.2-Ability to supervise a	4.2.1. Ability to supervise a team 4.2.2 Ability to coordinate the crew effectively, communicate, giving and receiving	

team	instructions with others.	
UC 5- language		
5.1 – Ability to communicate in English	5.1.1 Ability to read information in English. 5.1.2 Ability to speak in English	
UC6 – Structure, Architecture and Operations		
6.1. Ability to carry out site surveys	6.1.1. Ability to perform a direct check of compliance and conditions of the venue/location, in particular to the ground surface that will host and support the structures. 6.1.2 Ability to mark out the main points that determine the precise positioning of the structures according to the floorplan 6.1.3Ability to manipulate electronic & technical equipment, especially for leverage and squaring phases.	
6.2. Ability to assemble and disassemble structures	6.2.1. Ability to supervise the most effective way to assemble and disassemble structures following the technical instructions. 6.2.2 Ability to evaluate the static stability during the set-up of a structure.	
6.3.Ability to supervise materials of the structures	6.3.1. Ability to coordinate the correct set up and dismantling of the single component materials; 6.3.2. Supervise the correct installation of the weather-proof covers, both at height and on the ground; 6.3.3. Supervise all loading activities of the structural materials into the trucks during the load-out.	
6.4. Ability to supervise the operation of plant and machinery	6.4.1. Ability to supervise the operation of plant and machinery.	

2.6.3 Recognition of Scaffolder Chief

Competence Units (UC) Pre- Defined for Scaffolder chief

Tasks	**Competences**	**Evaluation (1 to 5)**
UC 1 – Mathematic, Physics & Meteorology		
1.1 – Ability to make calculations	1.1.1 Have general notions of maths, physics and mechanics in relation to their application to temporary structures.	
+1.2- Ability to understand the impact of changing of	1.2.1 Understand health and safety responsibilities and	

weather conditions	procedures in the event of adverse weather conditions	
UC 2 – Interpret Drawings		
2.1 – Ability to realize the drawing	2.1.1 Ability to interpret the technical requirements of the drawings; 2.1.2. Understand the process for consulting and verifying the drawing with structural engineers; 2.1.3 Ability to realize the drawing.	
UC 3 – Health & Safety and Welfare		
3.1 – Ability to work safely	3.1.1 Ability to work safely at height. 3.1.2. Ability to perform sight inspections of the materials they are using and to identify potential risks deriving from their condition.	
3.2 – Ability to use the PFPS (Personal Full Protection Systems)	3.2.1 Ability to inspect and use the PFPS (Personal Full Protection Systems)	
3.3 – Ability to carry out lifting operations	3.3.1 Use and operate access equipment including powered mobile access equipment.	
3.4- Ability to supervise Health and Safety	3.4.1. Ability to supervise the crew ensuring all health and safety requirements are met, including Manual Handling, working at height	
3.5. Ability to supervise rescue operations	3.5.1. Ability to carry out the risk assessment. 3.5.2. Ability to organize and supervise rescue operations at height.	
UC 4 - Management		
4.1 – Ability to cooperate with the production team	4.1.1 Ability to work effectively as part of the Production team. 4.1.2. Ability to plan, maintain and interpret schedules.	
4.2-Ability to manage a team	4.2.1. Ability to manage a team 4.2.2 Ability to coordinate the crew effectively, communicate, giving and receiving instructions with others.	
UC 5- language		
5.1 - Ability to communicate in English	5.1.1 Ability to read information in English. 5.1.2 Ability to speak in English	
UC6 – Structure, Architecture and Operations		
6.1. Ability to carry out site surveys	6.1.1. Ability to perform a direct check of compliance and conditions of the venue/location, in particular to the ground surface that will host and support the structures. 6.1.2 Ability to mark out the main points that determine the precise positioning of the structures according to floorplan 6.1.3Ability to manipulate electronic & technical	

	equipment, especially for leverage and squaring phases.	
6.2. Ability to assemble and disassemble structures	6.2.1. Ability to decide the most effective way to assemble and disassemble structures following the technical instructions. 6.2.2 Ability to evaluate the static stability during the set-up of a structure.	
6.3.Ability to manage materials of the structures	6.3.1. Ability to manage and coordinate the correct set up and dismantling of the single component materials; 6.3.2. Manage the correct installation of the weather-proof covers, both at height and on the ground; 6.3.3. Supervise and manage all loading activities of the structural materials into the trucks during the load-out.	
6.4. Ability to supervise the operation of plant and machinery	6.4.1. Ability to coordinate and supervise the operation of plant and machinery.	

2.7. Training course contents for Scaffolder

Course contents (CC) for Scaffolder

Units	Modules	Classroom	Indoor	Job environment
UC 1 – Sciences				
1.1 – Mathematics	1.1.1Basic notions of math to apply in temporary structures	x	x	
1.2 – Physics	1.2.1.Basic notions of physic to apply in temporary structures	x	x	
1.3- Mechanic	1.3.1. Basic notions of mechanic to apply in temporary structures	x	x	
1.4– Meteorology	1.3.1. Basic notions about health and safety responsibilities in the event of adverse weather conditions.1.3.2. Procedures in the event of adverse weather conditions.	x	x	x
1.5- Drawing	1.5.1. Drawings Interpretation. 1.5.2. Procedures to report changes or variants to supervisor	x	x	x
UC 2 – Safety				
2.1. Legislation	2.1.1 Fundamentals of EU legislation. 2.1.2 Live music events safety legislation. 2.1.3 The profession of scaffolder.	x		
2.2 – Safety rules	2.2.1. Safety rules to work at height. 2.2.2. Safety rules of PFPS (Personal Full Protection Systems) 2.2.3.Use and operate access equipment including powered	x	x	x

	mobile access equipment. 2.2.4 Potential risks 2.2.5. Fundamentals of inspections rules.			
UC 3 - Management				
3.1 – Team building	3.1.1 Principles of working in team. 3.1.2 Live events stakeholders. 3.1.3. Schedules interpretation.	**x**	**x**	
3.2 – Communication	3.2.1 Fundamentals of communication in a scaffolding team. 3.2.2. Communication at height.3.2.3. Listening and interpretation of instructions from others.3.2.4 Communication with the supervisor	**x**	**x**	
UC 4- language				
4.1 - English	4.1.1 Technical instructions (level 1). 4.1.2 English communication (level 1).	**x**	**x**	**x**
UC5 – Structure, Architecture				
5.1. Structure	5.1.1. Assemble and disassemble structures following the instructions	**x**	**x**	**x**
5.2. Architecture	5.2.1. Static stability – evaluation and changes.	**x**	**x**	
UC6 – Practical Operations				
6.1.Drawing	6.1.1. Realize the structure following the drawing.	**x**	**x**	**x**
6.2. Materials	6.2.1. Selection and use of correct materials.6.2.2. Loading activities	**x**	**x**	**x**

Course contents (CC) for Advanced Scaffolder

Units	Modules	Classroom	Indoor	Job environment
UC 1 – Sciences				
1.1 – Mathematics	1.1.1Basic notions of math to apply in temporary structures	x	x	
1.2 – Physics	1.2.1.Basic notions of physic to apply in temporary structures	x	x	
1.3- Mechanic	1.3.1. Basic notions of mechanic to apply in temporary structures	x	x	
1.4– Meteorology	1.3.1. Basic notions about health and safety responsibilities in the event of adverse weather conditions.1.3.2. Procedures in the event of adverse weather conditions.	x	x	x
1.5- Drawing	1.5.1. Drawings Interpretation. 1.5.2. Procedures for consulting and verify the drawing. 1.5.3 Realize the drawings.	x	x	x
UC 2 – Safety				
2.1. Legislation	2.1.1 Fundamentals of EU legislation. 2.1.2 Live music events safety legislation. 2.1.3 The profession of scaffolder.	x		
2.2 – Safety rules	2.2.1. Safety rules to work at height. 2.2.2. Safety rules of PFPS (Personal Full Protection Systems) 2.2.3.Use and operate access equipment including powered mobile access equipment. 2.2.4 Potential risks 2.2.5. Fundamentals of inspections rules.	x	x	x
2.3.Safety coordination	2.3.1. Supervision of the health and safety of the crew	x	x	x

2.4. Rescue Operations	2.4.1. Risk Assessment 2.4.2. Rescue operations at height.	**x**	**x**	**x**
UC 3 - Management				
3.1 – Team building	3.1.1 Work with production team. 3.1.2 Live events stakeholders. 3.1.3. Schedules- interpretation and fulfilment.	**x**		
3.2- Team Supervision	3.2.1. Team supervision – give and receive to others and from others.	**x**	**x**	**x**
3.3 – Communication	3.3.1 Fundamentals of communication in a scaffolding team. 3.3.2. Communication at height.3.3.3. Listening and interpretation of instructions from others.3.3.4 Communication with the supervisor	**x**	**x**	**x**
UC 4- language				
4.1 - English	4.1.1 Technical instructions (level 2). 4.1.2 English communication (level 2).	**x**	**x**	**x**
UC5 – Structure, Architecture				
5.1- Structure	5.1.1. Supervision of assemble and disassemble structures following the instructions 5.1.2. Static stability – evaluation and changes 5.1.3- Ground characteristics– evaluation and procedures	**x**	**x**	**x**
5.2-Architecture	5.2.1.Mark out the main points to determinate the position of the structures 5.2.2 Static stability – evaluation and changes	**x**	**x**	**x**
UC6 – Practical Operations				
6.1-Drawing	6.1.1. Realize the structure following the drawing.	**x**	**x**	**x**
6.2-Materials	6.2.1. Selection and use of correct materials.6.2.2. Loading activities	**x**	**x**	**x**
6.3-Evaluation of Venue/location	6.3.1. Check of compliance and conditions of Venue/location	**x**	**x**	**x**

6.4- Dismantling structures	6.4.1. Coordination of single component materials dismantling 6.4.2. Installation of weather-proof covers (on height and on the ground)- Supervision 6.4.3- Loading Activities – Supervision	**x**	**x**	**x**
6.5. Plant and machinery Operation	6.5.1. Operation of plant and machinery - Supervision	**x**	**x**	**x**
6.6. Electronic & technical equipment	6.6.1 Manipulation of electronic & technical equipment – leverage and squaring phases	**x**	**x**	**x**

Course contents (CC) for Scaffolder chief

Units	Modules	Classroom	Indoor	Job environment
UC 1 – Sciences				
1.1 – Mathematics	1.1.1Basic notions of math to apply in temporary structures	**x**	**x**	
1.2 – Physics	1.2.1.Basic notions of physic to apply in temporary structures	**x**	**x**	
1.3- Mechanic	1.3.1. Basic notions of mechanic to apply in temporary structures	**x**	**x**	
1.4– Meteorology	1.3.1. Basic notions about health and safety responsibilities in the event of adverse weather conditions.1.3.2. Procedures in the event of adverse weather conditions.	**x**	**x**	**x**

1.5- Drawing	1.5.1. Drawings Interpretation. 1.5.2. Procedures for consulting and verify the drawing. 1.5.3 Realize the drawings.	**x**	**x**	**x**
UC 2 – Safety				
2.1. Legislation	2.1.1 Fundamentals of EU legislation. 2.1.2 Live music events safety legislation. 2.1.3 The profession of scaffolder.	**x**		
2.2 – Safety rules	2.2.1. Safety rules to work at height. 2.2.2. Safety rules of PFPS (Personal Full Protection Systems) 2.2.3.Use and operate access equipment including powered mobile access equipment. 2.2.4 Potential risks 2.2.5. Fundamentals of inspections rules.	**x**	**x**	**x**
2.3.Safety coordination	2.3.1. Supervision of the health and safety of the crew	**x**	**x**	**x**
2.4. Rescue Operations	2.4.1. Risk Assessment 2.4.2. Organization and supervision of rescue operations at height.	**x**	**x**	**x**
UC 3 - Management				
3.1 – Team building	3.1.1 Work with production team. 3.1.2 Live events stakeholders. 3.1.3. Schedules- plan, interpretation and fulfilment.	**x**	**x**	
3.2- Team management	3.2.1. Team management – give and receive to others and from others.3.2.2. Coordinate the crew- giving and receiving instructions with others	**x**	**x**	**x**
3.3 – Communication	3.3.1 Fundamentals of communication in a scaffolding team. 3.3.2. Communication at height.3.3.3. Listening and interpretation of instructions from others.3.3.4 Communication with the supervisor	**x**	**x**	**x**
UC 4- language				
4.1 - English	4.1.1 English communication – Reading and speaking (level 2)	**x**	**x**	**xx**

UC5 – Structure, Architecture				
5.1- Structure	5.1.1. Supervision of assemble and disassemble structures following the instructions 5.1.2. Static stability – evaluation and changes 5.1.3- Ground characteristics– evaluation and procedures	**x**	**x**	**x**
5.2-Architecture	5.2.1.Mark out the main points to determinate the position of the structures 5.2.2 Static stability – evaluation and changes	**x**	**x**	**x**
UC6 – Practical Operations				
6.1-Drawing	6.1.1. Realize the structure following the drawing.	**x**	**x**	**x**
6.2-Materials	6.2.1. Selection and use of correct materials.6.2.2. Loading activities	**x**	**x**	**x**
6.3-Evaluation of Venue/location	6.3.1. Check of compliance and conditions of Venue/location	**x**	**x**	**x**
6.4- Dismantling structures	6.4.1. Coordination of single component materials 6.4.2. Installation of weather-proof covers (on height and on the ground - Supervision 6.4.3- Loading Activities – Supervision 6.4.4. Dismantling – Decision of the most effective way	**x**	**x**	**x**
6.5. Plant and machinery Operation	6.5.1. Operation of plant and machinery - Supervision	**x**	**x**	**x**
6.6. Electronic & technical equipment	6.6.1 Manipulation of electronic & technical equipment – leverage and squaring phases	**x**	**x**	**x**

III.Production Manager

3. **Title:** Production Manager

3.1. Description

The job of Production Manager is exclusively managerial. The Production Manager makes sure that everything happens at the right time, within budget and according to the project. The PM can be a manager, director or executive, depending on the seniority level. In live music events the PM is the person that is contracted by the Producer of the event to manage and coordinate the event from the design stage to the end of the project, in all aspects, including finance, legal, health & safety, technical, logistical and artistic.

The PM oversees the preparation, budget management, and smooth running of the project and production, participating both in the strategic and actual management. The PM is involved in the analysis, decision-making and implementation phases of the project. The PM has to be flexible and take on different roles quickly and efficiently, multi-tasking and delegating appropriately. In the case of tour productions, the PM also participates in decisions about itinerary and the booking of the venues.

During the design and preparation phases, the PM often works in the office with producers, designers, suppliers and directors to interpret a design and identify the production resources required to deliver the project or the event. At this step, frequent site inspections are usually needed. According to the characteristics of the venue, the PM works both indoor and outdoor.

Production Manager on site perform the following functions:

- Generating the “clients’ brief” to inform production suppliers.
- Managing and coordinating the design process with production suppliers including lighting, sound, audiovisual/projection/video, staging, scenic, rigging, electrics, special effects, transport, catering, engineers, architects and health & safety advisors and the security team.
- Developing and implementing schedules for the complete production process.
- Creating and managing budgets for a project and working with a finance team to manage the business plan.
- Assembling and leading the production team.
- Choosing the most suitable suppliers.
- Ensuring that all legislative requirements of the project are met.

- Actively collaborate in designing and achieving the best suitable H&S and welfare management system for the event.
- Developing, assembling, and overseeing all the technical, production and logistics documents, diagrams and plans.
- Preparing production schedules and technical riders for the event.
- Communicating with the venue and staff during all processes.

3.2. Target Group

The complexity and responsibility of this professional figure requires - as a requirement for access to a specialization course - a relevant prior experience, such as:

- having worked at least two years as an assistant to a Production Manager;
  - at least two years of experience in production of live entertainment events of medium or large scale.

The minimum recommended age of the recipients of a training course for Production Manager, for the prerequisites described above, is 24 years.

3.3. Duration

3.3.1 Production Manager

a) Theoretical training in classroom: around 200 hours

c) Apprenticeship in job environment: working at least in 20 live productions of medium or large scale

d) Estimated duration of the specialization path: 24 months

3.4. Number of participants

Regarding the number of participants, the group must have no more than 14.

3.5. Certification Provided and EQF

The certification provided depends from the national regulation of the VET sector, and therefore differs from Country to Country.

With regard to the equalization to the EQF level, according to the EQF frame, the Production Manager Technician profile seems to correspond to level 7.

Important to notice that the PM can be a manager, director or executive, depending on the seniority level.

3.6. Recognition of Production Managers

The recognition path identifies what are the necessary requirements for access, and which skills the professional who wants to specialize must integrate, recognizing those that may already exist.

The skills recognition methods include:

- ✓ Practical tests;
- ✓ Certifications;
- ✓ Theoretical tests.

Competence Units (UC) Pre- Defined for Production Manager

Tasks	Competences	Evaluation (1 to 5)
UC1- Managing Live Events		
1.1 – Live Events design process	1.1.1. Types of events and event design 1.1.2. Chaining and scheduling of event activities 1.1.3 Design and management	
1.2 Plan, Do, Check, Act (PDCA) method	1.2.1 Knowledge of Plan, Do, Check, Act (PDCA) methods	
1.3 – Management of production suppliers	1.3.1. Managing and coordinating the design process with production suppliers including lighting, sound, audiovisual/projection/video, staging, scenic, rigging, electrics, special effects, transport, catering, engineers, architects and health & safety advisors and the security team.	
1.4 Scheduling a production process	1.4.1 Chaining & Scheduling a production process	
1.5. Logistics of a production process	1.5.1 Logistics of production process 1.5.2. International logistics	
UC 2 - Technical knowledges and skills		
2.1 – Basics of structural, mechanical, electrical elements	2.1.1 Distinguish different electrical protection devices 4.1.2 Use safety and protection specifications 4.1.3 See feature charts 4.1.4 Choose protection material through catalogues 4.1.5 Classify fuses and circuit breakers 4.1.6 Dimension protections of circuits and	

	electrical machines.	
2.2- Constant updating of technologies & equipment	2.2.1 Recognize the evolution of equipment and its specificities	
2.3. IT and relevant software	2.3.1 Computer management applications 4.3.2. Computer applications for human resources management	
UC 3 - Economics, Administration & Marketing		
3.1- Financial Planning & Controlling	3.1.1. Apply methods and techniques of financial analysis and budget management as tools for business management 3.1.2 Prepare budgets and analyze budget variances.	
3.2- Budgeting & Financial Strategies	3.2.1. Budgeting and financial strategies applied to live productions events	
3.3- Choosing & Contracting Suppliers	3.3.1. Choosing & Contracting Suppliers for live productions events	
3.4- Tax Applications	3.4.1 Principles of taxation 3.4.2. Recognize the state's financial activity 3.4.3. Define, interpret and apply tax principles 3.4.4 Recognize the territorial tax system 3.4.5. Describe, interpret and apply the concepts related to income tax	
3.5- Ticketing Systems	3.5.1. Apply auditing principles that allow the verification of the project and internal control of the organization	
3.6- Technical, Artistic, Sponsorship Markets	3.6.1 Recognize and interact with the different markets	
UC 4 – Legislative & Legal		
4.1 - Health & Safety, Labour & Welfare	4.1.1. Elaboration of security management plans at events 4.1.2. Preparation of plans for the maintenance of hygiene and security of events 4.1.3 Elaboration of plans to deal with emergency situations 4.1.4. Identify key environmental issues 4.1.5 Promote the application of good practices for the environment 4.1.5 Identify the obligations of the employer and the employee in accordance with the legislation in force 4.1.6 Identify the main risks present in the workplace and in the professional activity and apply the appropriate prevention and protection measures. 4.1.7.Recognize safety and health signs 4.1.8 Recognize the electrical safety standards	
4.2- Licensing & Public Order	4.2.1. Business legislation	
4.3-Suppliers Chain Management	4.3.1 Identify the basic concepts of management control 4.3.2 Implement the budget and carry out budgetary control 4.3.3. Implement management control systems 4.3.4. Management of complaints and conflicts with clients / suppliers 4.3.5 Systematize procedures inherent to the acquisition of equipment and services	

UC 5- Communication		
5.1 – Communication Skills	5.1.1. Communicate effectively, both verbally and using technology 5.1.2. Identify and transpose the barriers that arise in the different phases of the communication process.	
5.2 – Communication and Marketing	5.2.1 Identify customer needs and motivations 5.2.3. Know the communicational process in the sale 5.2.4 Apply negotiation techniques 5.2.5 Developing assertive communication in the context of complaints management	
5.3 – Communicate in English	5.3.1 English language for design and promotion 5.3.2. English in socioprofessional context 5.3.3 English language in resource planning and management	
UC 6- Team Management		
6.1 – General management skills	6.1.1 Mastership & Leadership; 6.1.2 Empathy: 6.1.3 Remain objective and work in a safe and efficient manner, even when under pressure; 6.1.4 Problem solving skills.	
6.2 – Group Leading Skills	6.2.1. Team Management 6.2.2 Ability to connect and harmonize all departments; 6.2.3 Lead, motivate and manage the production teams	
6.3 – Human Resources Management	6.3.1 Organize the processes of recruitment, selection, admission and evaluation of Human Resources. 6.3.2 Recognize the technical management policies of Human Resources 6.3.3 Organize the recruitment, selection, admission and evaluation processes of Human Resources 6.3.4. Plan internship training Human Resources 6.3.5 Perform administrative procedures of Human Resources 6.3.6. Recognize the technical management policies of Human Resources	
6.4 – Suppliers Chain Management	6.4.1 Manage Suppliers Chain Management in live events.	

3.7. Training Course contents for Production Manager

Competence Units (UC) Pre- Defined for Production Manager

Tasks	Competences	Classroom	Job environment
UC1- Managing Live Events			
1.1 – Live Events design process	1.1.1. Types of events and event design 1.1.2. Chaining and scheduling of event activities 1.1.3 Design and management	x	x
1.2 Plan, Do, Check, Act (PDCA) method	**1.2.1** Knowledge of Plan, Do, Check, Act (PDCA) methods	x	x
1.3 – Management of production suppliers	1.3.1. Managing and coordinating the design process with production suppliers including lighting, sound, audiovisual/projection/video, staging, scenic, rigging, electrics, special effects, transport, catering, engineers, architects and health & safety advisors and the security team.	x	x
1.4 Scheduling a production process	1.4.1 Chaining & Scheduling a production process	x	x
1.5. Logistics of a production process	1.5.1 Logistics of production process 3.5.2. International logistics	x	x
UC 2 - Technical knowledges and skills			
2.1 – Basics of structural, mechanical, electrical elements	2.1.1 Distinguish different electrical protection devices 2.1.2 Use safety and protection specifications 2.1.3 See feature charts 2.1.4	x	x

	Choose protection material through catalogues 2.1.5 Classify fuses and circuit breakers 2.1.6 Dimension protections of circuits and electrical machines.		x
2.2- Constant updating of technologies & equipment	2.2.1 Recognize the evolution of equipment and its specificities	x	x
2.3. IT and relevant software	2.3.1 Computer management applications 2.3.2. Computer applications for human resources management	x	x
UC 3 - Economics, Administration & Marketing			
3.1- Financial Planning & Controlling	3.1.1. Apply methods and techniques of financial analysis and budget management as tools for business management 3.1.2 Prepare budgets and analyze budget variances.	x	x
3.2- Budgeting & Financial Strategies	3.2.1. Budgeting and financial strategies applied to live productions events	x	x
3.3- Choosing & Contracting Suppliers	3.3.1. Choosing & Contracting Suppliers for live productions events	x	x
3.4- Tax Applications	3.4.1 Principles of taxation 3.4.2. Recognize the state's financial activity 3.4.3. Define, interpret and apply tax principles 3.4.4 Recognize the territorial tax system 3.4.5. Describe, interpret and apply the concepts related to income tax	x	x
3.5- Ticketing Systems	3.5.1. Apply auditing principles that allow the verification of the project and internal control of the organization	x	x
3.6- Technical, Artistic, Sponsorship Markets	3.6.1 Recognize and interact with the different markets	x	x
UC 4 – Legislative & Legal			

4.1 - Health & Safety, Labour & Welfare	4.1.1. Elaboration of security management plans at events 4.1.2. Preparation of plans for the maintenance of hygiene and security of events 4.1.3 Elaboration of plans to deal with emergency situations 4.1.4. Identify key environmental issues 4.1.5 Promote the application of good practices for the environment 4.1.5 Identify the obligations of the employer and the employee in accordance with the legislation in force 4.1.6 Identify the main risks present in the workplace and in the professional activity and apply the appropriate prevention and protection measures. 4.1.7.Recognize safety and health signs 4.1.8 Recognize the electrical safety standards	**x**	**x** **x**
4.2- Licensing & Public Order	4.2.1. Business legislation	**x**	**x**
4.3-Suppliers Chain Management	4.3.1 Identify the basic concepts of management control 4.3.2 Implement the budget and carry out budgetary control 4.3.3. Implement management control systems 4.3.4. Management of complaints and conflicts with clients / suppliers 4.3.5 Systematize procedures inherent to the acquisition of equipment and services	**x**	**x**
UC 5- Communication			
5.1 – Communication Skills	5.1.1. Communicate effectively, both verbally and using technology 5.1.2. Identify and transpose the barriers that arise in the different phases of the communication process.	**x**	**x**
5.2 – Communication and Marketing	5.2.1 Identify customer needs and motivations 5.2.3. Know the communicational process in the sale 5.2.4 Apply negotiation techniques 5.2.5 Developing assertive communication in the context of complaints management	**x**	**x**
5.3 – Communicate in English	5.3.1 English language for design and promotion 5.3.2. English in socioprofessional context 5.3.3 English language in resource planning and management	**x**	**x**

UC 6- Team Management			
6.1 – General management skills	6.1.1 Mastership & Leadership; 6.1.2 Empathy: 6.1.3 Remain objective and work in a safe and efficient manner, even when under pressure; 6.1.4 Problem solving skills.	**x**	**x** **x**
6.2 – Group Leading Skills	6.2.1. Team Management 6.2.2 Ability to connect and harmonize all departments; 6.2.3 Lead, motivate and manage the production teams	**x**	**x**
6.3 – Human Resources Management	6.3.1 Organize the processes of recruitment, selection, admission and evaluation of Human Resources. 6.3.2 Recognize the technical management policies of Human Resources 6.3.3 Organize the recruitment, selection, admission and evaluation processes of Human Resources 6.3.4. Plan internship training Human Resources 6.3.5 Perform administrative procedures of Human Resources 6.3.6. Recognize the technical management policies of Human Resources	**x**	**x**
6.4 – Suppliers Chain Management	6.4.1 Manage Suppliers Chain Management in live events.	**x**	**x**

IV. Evaluation

"The evaluation is a process that regulates teaching and learning, which guides the teaching / learning process of the students / technicians and certifies the learning developed and / or acquired. The main objective of the evaluation is to improve teaching and learning based on a continuous process of pedagogical intervention.

Assessment can be summative or formative.

"The formative evaluation assumes a continuous and systematic character, at the service of the learning, using a variety of procedures, techniques and instruments of information collection, adapted to the diversity of the learnings, the recipients and the circumstances in which they occur. Being the main modality of evaluation and allows to obtain privileged and systematic information in the different curricular domains.

The summative evaluation translates into the formulation of a global judgment about the learning performed by the students / technicians, aiming at classification and certification

4. Evaluation Domains and Performance Level Descriptors

Domains of Learning		Criteria	Instruments of Evaluation	Ponderation
Values: Knowing how to be; knowing how to live together;	**Attitudes and values**	✓ Responsibility and ✓ integrity; ✓ Participation, cooperation and teamwork; ✓ Autonomy and personal development; ✓ Personal and ✓ citizenship; ✓ Curiosity, reflection and ✓ innovation.	✓ Checklists; ✓ Grids of Direct Observation;	(Evaluation Values: Since 1 to 20**)** 30%
To know:		Specific knowledge and competences of	✓ Testing and	(Evaluation Values:

know how to do		each module and / or UC and transversal communication skills: ✓ Acquisition of knowledge / skills within the discipline / subject area; ✓ Application of knowledge / skills within the discipline / subject area; ✓ Ability to analyze, synthesize, apply, relate and evaluate knowledge; ✓ Communication / oral and written expression; ✓ Digital literacy and ICT domain; ✓ Critical and creative thinking; ✓ Autonomy, reasoning and problem solving	evaluation sheets; ✓ Works (group / individual); ✓ Project work; ✓ Experimental works; ✓ Oral presentations; ✓ Debates; ✓ Technical Interview; ✓ Practical work in workshops / laboratories; ✓ E-portfolio of learning evidences; ✓ Reports; ✓ Direct observation grids;	Since 1 to 20) 70%

4.1.Technical Interview

This evaluation instrument has as main objective to analyse the domain of competences through a set of questions that allows to evaluate the performance of the tasks and their knowledge and social and relational knowledge associated to the professional competencies referential.

The execution of the technical interview to the candidate is based on a script of technical questions that meet the pre-defined tasks and knowledge in the curricular structure of the training course.

4.1.1.Score Scale

a) "**5"** - Performs the task very well

b) **"4"** - Perform the task well

c) “**3”** - Perform the task satisfactorily

d) **“2”** - Execute the task unsatisfactorily

e) **“1”** – Doesn’t perform task

4.2. Practical Exercise Evaluation Grid

The trainer applies this evaluation tool to assess UC / tasks through observation of the performance of tasks in a simulated practice context.

This evaluation tool has an analysis matrix that integrates the tasks. The trainer indicates with a (Y) "Yes" when the criteria is fulfilled or with a (N) "No" when the criteria is not fulfilled. The task is validated when at least half of the criteria was evaluated with “Yes”.

4.3. Performance level descriptors

Performance level descriptors enable the learning evidences to be operationalized at the desired level. These descriptors were established in order to make the evaluation process more transparent.

Performance Levels/ Descriptors		Classification
Insufficient	It failed to achieve the objectives and presented many difficulties, both in terms of knowledge and in the skills it was intended to achieve. Demonstrated difficulties in interaction and oral and / or written expression. Sometimes it is not responsible, does not fulfil the tasks requested, does not meet deadlines, is not assiduous or punctual, does not bring the required materials. Sometimes it presents an attitude that is not very correct all elements of the educational community.	Since 0 to 9
Sufficient	It has achieved a part of the established objectives and develops in a satisfactory way the activities that evidence to have acquired the transversal and specific competences. It is	

	reasonably expressed orally and in writing. Is responsible, fulfills the tasks requested, almost always within the established deadlines. It is relatively assiduous and punctual. Uses the required materials regularly. It presents a correct attitude towards all elements of the educational community.	Since 10 to 13
Good	It has achieved most of the established objectives and performs with quality the activities that evidence to have acquired a great part of the transversal and specific competences. It expresses itself without difficulties in oral and written form. It shows great responsibility, fulfilling with diligence the tasks requested within the established deadlines, is almost always assiduous, is punctual, always uses the required materials. Presents a correct attitude before all elements of the educational community.	Since 14 to 17
Excellent	Achieve the objectives set and develop with rigor and high quality the actions that show that they have acquired transversal and specific competences. It is expressed correctly in oral and written form. He is always responsible for carrying out all the tasks in the requested timeframes with diligence and diligence, always use the required materials.	Since 18 to 20

4.4. Workplace Performance Observation Grid

This evaluation instrument that the trainer can use to evaluate the UC / tasks consists of the grid of observation of the performance in the work place, in which the registration of the candidate's assessment in the practical demonstration of tasks in their working context.

In this context, after prior identification of the tasks that need to be observed in the job, the trainer evaluates each of the tasks based on the criteria identified in the evaluation grid.