

# Level 2 Certificate for Audio Visual Industries Induction (7502)



**Qualification handbook**

QCA No. 100/6100/9

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[www.cityandguilds.com](http://www.cityandguilds.com)  
Version 6.0 (November 2008)

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# 1 About this document

This document contains the information that centres need to offer the following qualification:

## **Level 2 Certificate for Audio Visual Industries Induction**

**City & Guilds qualification number**                      **7502**

**QCA accreditation number**                                      **100/6100/9**

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements.

## 2 About the qualification

### 2.1 Aim of the qualification

#### **Rationale**

This Level 2 qualification has been designed to provide an overview of the requirements of working in the audio visual industries. The Certificate focuses on providing realistic information which will prepare learners for the realities of the industry and make them more employable.

The target audience is both pre-entry (individuals, freelancers and students wanting to gain the overview to help them enter this sector) and new entrants, both freelance and employed.

Employers across the audio visual sectors, represented by Skillset, consistently identify a lack of industry readiness within new entrants including lack of awareness of the production "pipeline", the shape and scope of the industry and professional behaviour. This Certificate seeks to address these issues by providing pre and new entrants with realistic information about working and developing themselves within the industry.

The consultation on Skillset's Audio Visual Qualifications Strategy (SQS) has provided significant market research on skills and qualification needs, articulating a vision for the sector which aims to ensure fit-for-purpose provision and progression opportunities for all learners. The Strategy acknowledges the importance of cross sector issues, and responds to industry's requirement for the development of key cross sector skills, such as health and safety, business enterprise and employability skills. Another specific recommendation in the strategy, reflecting market research, was the need for a sector-supported introductory qualification which provides greater clarification of the roles and skills required in the audio visual industries. The induction qualification directly responds to these key findings.

#### **The overall aims of the qualification are:**

- to give individuals a sound base of knowledge and skills to equip them for working in the audio visual industries
- to support the skills needs within the audio visual industries
- to meet the needs and objectives of candidates and to increase the level of achievement of individuals
- to increase participation and retention in education and training, and to help overcome social exclusion
- to widen and increase participation in lifelong learning
- to provide a broad background of understanding of the audio visual industries and the vocational skills required
- to provide, bite size chunks of learning
- to combat fears of failure by ensuring that all achievement is recognised.

## 2 About the qualification

### 2.2 The structure of the qualification

The Certificate will be awarded to successful candidates on completion of all **four** units. Candidates completing one or more units, rather than the full qualification, will receive a Certificate of Unit Credit (CUC).

| <b>QCA unit reference</b> | <b>City &amp; Guilds unit number</b> | <b>Unit title</b>  |
|---------------------------|--------------------------------------|--|
| F/500/1829                | Unit 001                             | Employment and professional development in the audio visual industries |
| A/500/1831                | Unit 002                             | Working practices and protocols in the audio visual industries         |
| J/500/1833                | Unit 003                             | Current and emerging technologies in the audio visual industries       |
| L/500/1834                | Unit 004                             | Health and safety within the audio visual industries                   |

## 2 About the qualification

### 2.3 Relevant sources of information

#### Related publications

City & Guilds also provides the following documents specifically for this qualification:

| Publication     | Available from   |
|-----------------|--|
| Assessment pack | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> |

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval:* This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- *Ensuring quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Directory of qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of qualifications* and this handbook, the *Directory of qualifications* contains the more up-to-date information.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

## 2 About the qualification

### Relevant sources of information

#### City & Guilds websites

| <b>Website</b>             | <b>Address</b>   | <b>Purpose and content</b>  |
|----------------------------|--|---|
| City & Guilds main website | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> | This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.                     |
| SmartScreen                | <a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a> | SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials. |
| Walled Garden              | <a href="http://www.walled-garden.com">www.walled-garden.com</a> | The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online. |

## 3 Candidate entry and progression

### Candidate entry requirements

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to be successful in gaining their qualification.

### Age restrictions and legal considerations

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

### Progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 Diploma in Media Techniques (7501)
- Levels 2-3 NVQs for Stagehands in Film and Television (7504)
- Level 2 NVQ for Crane Technicians (Audio Visual Industries) (7505)
- Levels 2-3 NVQs for Grips in the Audio Visual Industries (7506)
- Levels 3-4 NVQs in Lighting for Film and Television (7507)
- Level 2 NVQ for Computer Games Testers (7508)
- Level 3 NVQ in Television Production (7512)

## 4 Centre requirements

### 4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as **scheme approval**). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval*, which is downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

## 4 Centre requirements

### 4.2 Approval for global online assessment (GOLA)

This qualification is assessed by **global online assessment (GOLA)**.

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (**[www.cityandguilds.com /e-assessment](http://www.cityandguilds.com/e-assessment)**). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval* for further information on GOLA.

## **4 Centre requirements**

### **4.3 Resource requirements**

#### **Physical resources**

Centres must have access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities. It is acceptable for centres to use specially designated areas within a centre for some of the units.

#### **Staff delivering the qualifications**

Staff delivering the qualifications must satisfy the requirements for occupational expertise for these qualifications. They should

- be technically competent in the areas for which they are delivering training and/or should also have experience of providing training
- have verifiable and relevant current industry experience and competence of their occupational working area at or above the level being assessed.
- have evidence of the quality of occupational experience to ensure the credibility of the assessment judgements.

Assessors' and Quality Assurance Co-ordinators' experience and competence could be evidenced by:

- Curriculum Vitae and references
- possession of a relevant NVQ/SVQ
- corporate membership of a relevant professional institution
- continuing professional development (CPD).

#### **Assessor and verifier requirements**

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

#### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

## 4 Centre requirements

### 4.4 Registration and certification

Full details of City & Guilds' administrative procedures for this qualification are in the *Directory of qualifications*, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Directory of qualifications*.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change.

## 4 Centre requirements

### 4.5 Quality assurance

#### Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- City & Guilds online examinations
- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- assessor
- internal verifier/moderator
- examinations secretary
- mentor
- invigilator.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

## 4 Centre requirements

### External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

#### External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

## 5 Course design and delivery

### Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

### Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- Relationship to the NOS can be found at the beginning of each unit.
- Signposting key skills and for the qualification can be found in Appendix 2 of this handbook.
- Opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualification has been identified, and can be found on in the *Centre Resources* section of the City & Guilds website.

### Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

### Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

## 5 Course design and delivery

### Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification the approved centre and the candidates have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the candidate of the

- need for the candidate to obtain permission from the minor's parent/guardian prior to collecting the evidence
- purpose of the use of photographs or video recordings
- period of time for which the photographs or video recordings are to be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- associated child protection legislation.

### Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

## 5 Course design and delivery

### Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

### Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

### Learning and support resources

City & Guilds provides the following resources for this qualification.

| <b>Resource</b>        | <b>How to access</b>   |
|------------------------|--|
| Qualification Handbook | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> |
| Assessment Pack        | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> |

## 6 Assessment

### 6.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:

- **one** assignment for **each** unit
- **one** synoptic short answer test covering units 001-004

City & Guilds provides the following assessments:

- Online, on-demand testing using multiple choice questions
- Assignments

#### Grading and marking

Grading of assignments for this qualification is pass, credit or distinction. Grading for the synoptic test is pass or fail.

#### Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval* and in the *Directory of qualifications*. Centres should ensure they are familiar with all requirements prior to offering assessments.

#### Test specifications

City & Guilds provides test specification for each unit of the qualification.

| <b>Unit</b>  | <b>Total</b> | <b>%</b> |
|--|--------------|----------|
| Employment and professional development in the audio visual industries | 17           | 34       |
| Working practices and protocols in the audio visual industries         | 9            | 18       |
| Current and emerging technologies in the audio visual industries       | 10           | 20       |
| Health and safety within the audio visual industries                   | 14           | 28       |

## 7 Units

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- title
- unit reference
- rationale
- statement of guided learning hours
- connections with other qualifications, eg NVQs, key skills
- assessment details
- learning outcomes in detail expressed as practical skills and/ or underpinning knowledge

### Units:

001 Employment and professional development in the audio visual industries

002 Working practices and protocols in the audio visual industries

003 Current and emerging technologies in the audio visual industries

004 Health and safety within the audio visual industries

## Unit 001

# Employment and professional development in the audio visual industries

### Rationale

The aim of this unit is to prepare the candidate for employment. Career management including continuous personal development, business skills and employment rights and responsibilities are explored. The unit will outline freelance and employed status.

The unit enables the learner to develop the necessary knowledge and understanding of the working protocols, attitudes and behaviours required when working within the audio visual industries.

### Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

1. Outline the structure of the audio visual industries and its associated bodies
2. Outline employment rights and responsibilities
3. Outline the financial responsibilities of employees
4. Identify and locate sources of continuous personal development and lifelong learning needs

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full time or part time basis.

### Mapping to National Occupational Standards

This unit contributes towards National Occupational Standards in the following areas:

- Manage and Market Yourself as a Freelancer (F1)
- Ensure Your Own Actions Reduce Risks to Health and Safety (X2)
- Manage Your Own Resources and Professional Development (A2)
- Contribute to good working relationships (X1)
- Carry Out Your Responsibilities at Work (101)
- Work within Your Business Environment (102)
- Make and Receive Telephone Calls (108)

### Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication C2.1, C2.3
- Application of Number N2.1, N2.2, N2.3
- Problem Solving PS2.1

### Assessment and grading

This unit will be assessed by an assignment and a synoptic multiple choice test.

## **Unit 001                    Employment and professional development in the audio visual industries**

Outcome 1                    Outline the structure of the audio visual industries and associated bodies

### **Practical skills**

The candidate will be able to:

1. Access information on the structure of the audio visual industries and the job roles available

### **Underpinning knowledge**

The candidate will be able to:

1. Explain the **structure of the audio visual industries and associated bodies**
2. Outline the **main job roles within the industry**
3. Explain **how income is generated**

### **Range**

#### **Structure of the audio visual industries and associated bodies**

##### **Broadcast TV and radio**

Regulatory bodies (eg OfCOM), broadcaster (eg BBC, ITV Network, Channel 4, BSkyB, Channel 5, S4c etc), production companies, independent producer, freelancers, content producers, facilities, post production houses, visual and physical effects, distributors, sector skills councils (eg Skillset), trade unions (eg BECTU, equity, etc), trade bodies (eg PACT, UK Post etc), trade associations (eg Directors Guild, etc), membership associations (eg BKSTS, BAFTA, shooting people, talent circle, etc), voluntary and community organisations (eg community radio and television, student radio and television non-formal learning sector)

##### **Film**

UK Film Council, BFI, BBFC, Skillset film academies, independent film production companies, Screen Agencies (eg Yorkshire Screen Film London Northern Film & Media), major film studios (eg Shepperton Pinewood), unions, guilds, associations (eg AMPS ASPEC BECTU BKSTS Equity), high definition video used as original shooting format, D-Cinema, distribution

##### **Interactive media (including computer gaming)**

Associations (eg British Interactive Media Association (BIMA), Entertainment & Leisure Software Publishers Association (ELSPA), Independent Games Developers Association (TIGA), government departments (eg BERR, DCMS), web and internet (eg computers mobile devices, broadband, wireless), interactive TV (eg set top boxes), DVD, kiosks, games consoles, on-line games

##### **Animation**

Sub sectors (2D drawn or traditional, stop frame, 2D and 3D computer generated), associations and trade bodies (eg BECTU, PACT, Skillset Animation forum, International Visual Communication Association (IVCA))

##### **Photo imaging**

Photographers, laboratories-D&P, photo retail including mini labs, picture libraries associations (eg British Institute of Professional Photography (BIPP), Royal Photographic Society (RPS), British Film Institute (BFI), Photo Imaging Council (PIC), Skillset Photo Imaging Strategy

#### **Main job roles within the industry**

As described in the Skillset job profiles on their website, which appear in each sector section

#### **How income is generated**

BBC license fee funding, ITV/C4/C5 advertising revenue, satellite TV subscription, producers and production houses commissioned to make programmes and films, freelancers selling services

# **Unit 001            Employment and professional development in the audio visual industries**

Outcome 2            Outline employment rights and responsibilities

## **Practical skills**

The candidate will be able to:

1. Evaluate a simulated contract of employment

## **Underpinning knowledge**

The candidate will be able to:

1. Describe **employers' responsibilities**
2. Describe **employees' and individuals' responsibilities**
3. Outline current **legislation** relating to employment
4. Outline different types of **employment contracts**
5. Outline the **implications of freelance working**

## **Range**

### **Employers' responsibilities**

Pay staff according to their contract, provide a safe working environment, may provide appropriate training

### **Employees' and individuals' responsibilities**

To meet the conditions of their contract of employment, co-operate in meeting the stated aims of the company, observe confidentiality and information security clauses, follow Health and Safety regulations, the value of teamwork

### **Legislation**

Equal pay, Disability Discrimination Act, Race Relations Act, Sex Discrimination Act, Employment rights and working hours, Health and Safety at Work Act, Access to information, discipline and grievance procedures

### **Employment contracts**

Full-time staff, part-time staff, freelance, holiday and sick pay, pension provision, maternity and paternity provision, expenses policy

### **Implications of freelance working**

Self-employed tax and National Insurance status, Schedule E and D, self assessment income tax form, third party liability insurance, paternity and maternity provision, holiday, sickness, professional indemnity insurance, pension, how to price one's own services

## **Unit 001            Employment and professional development in the audio visual industries**

Outcome 3            Outline the financial responsibilities of employees

### **Practical skills**

The candidate will be able to:

1. Complete a simulated invoice
2. Complete a simulated income and expenditure account system

### **Underpinning knowledge**

The candidate will be able to:

1. Describe the **records required** to maintain a simple income and expenditure accounting system
2. Describe **pension options** for employed and freelance workers
3. Describe the **tax arrangements** for employees and freelance works

### **Range**

#### **Records required**

Receipts, expenses, National Insurance contributions, invoice generation, income tax provision, self assessment income tax return form, simple bookkeeping, computer accounts packages, P45 and P60

#### **Pension options**

##### **Staff**

Final salary, stakeholder and money purchase company schemes, employers and employees contributions, safety of contributions if company collapses or is subject of take-over

##### **Freelancers**

Personal pension plans, income tax advantages, vulnerable to fluctuations in financial market

#### **Tax arrangements**

PAYE, schedule D

## **Unit 001            Employment and professional development in the audio visual industries**

Outcome 4            Identify and locate sources of continuous personal development and lifelong learning needs

### **Practical skills**

The candidate will be able to:

1. Consider personal development needs and **opportunities for training**
2. Prepare an outline **continuous professional development** plan

### **Underpinning knowledge**

The candidate will be able to:

1. Explain the importance of **continuous professional development**
2. Identify **sources of information**
3. Identify **opportunities for training**
4. Identify sources of **careers advice and funding**
5. Explain **how to gain employment** in audio visual industries

### **Range**

#### **Opportunities for training**

Internal (eg on the job training), external, NOS, internet, training courses run by manufacturers, exhibition demos, trade publications adverts, BBC training and development, coaching, mentoring, self-guided learning, education and training establishments, regional screen agencies

#### **Continuous professional development**

Technical, creative and management skills, career pathways, skills updates

#### **Sources of information**

Regulatory bodies, broadcaster, trade unions, trade bodies, trade associations, membership associations, freelancers, production companies, content producers, broadcast weekly magazine, staff development strategies, employment NTO website, Skillset website, Skillset careers advisory service, regional screen agencies, other specialist websites, educational and training establishments

#### **Opportunities for training**

Skillset careers service, lifelong learning website, future industry trends, trade journals

#### **Careers advice and funding**

See **Sources of information** above

#### **How to gain employment**

CV writing techniques, cover letters, interview skills, networking

### Rationale

The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the working protocols, attitudes and behaviours required when working within the audio visual industries.

### Learning outcomes

There is **one** outcome to this unit. The candidate will be able to:

1. Communicate and work effectively

### Guided learning hours

It is recommended that **10** guided learning hours should be allocated for this unit. This may be on a full time or part time basis

### Mapping to National Occupational Standards

Contribute to good working relationships (X1)  
Carry Out Your Responsibilities at Work (101)  
Work within Your Business Environment (102)  
Make and Receive Telephone Calls (108)

### Key Skills

This unit contributes towards the Key Skills in the following areas:

Communication C2.3  
Problem Solving P2.1

### Assessment and grading

This unit will be assessed by an assignment and a synoptic multiple choice test.

## Unit 002

# Working practices and protocols in the audio visual industries

## Outcome 1

### Communicate and work effectively

#### Practical skills

The candidate will be able to:

1. **Work well with others**
2. Communicate effectively

#### Underpinning knowledge

The candidate will be able to:

1. Explain the **values and behaviours** that contribute to **working effectively** with others
2. Explain how **working effectively** promotes good working relationships
3. Describe the **benefits** of working in a successful team
4. Describe the **consequences** of poor working relationships
5. Outline the **impact** of employee behaviour on the success of the company
6. Outline the audio visual **production line** and its key roles
7. Outline when to use different **communication methods**
8. Outline different communication **styles and techniques**
9. Explain the importance of checking the message has been understood

#### Range

##### Work well with others

Work positively with individuals and groups, valuing and respecting difference in age, race, class, gender, sexual orientation, appearance or ability

##### Values and behaviours

Timekeeping, first impressions, honesty and integrity, attention to detail, consideration to personal presentation and hygiene, team work, initiative, common sense, knowing when not to speak, prioritising and deadlines, coping with pressure, consistent enthusiasm, appropriateness of feedback/opinions, reputation, showing respect for clients, colleagues and the organisation

##### Working effectively

Wear clothing appropriate to the work environment, balance working efficiently with meeting the needs of colleagues and acknowledging their contribution to the organisation, knowing the limits of roles and responsibilities, working in a professional manner

##### Benefits

Customer/client satisfaction, repeat business, word of mouth publicity, staff morale, staff satisfaction, personal recognition, opportunity for advancement

##### Consequences

Customer/client complaints, loss of business, adverse publicity, reduced company profits, loss of staff morale, business closure, loss of employment

## **Unit 002            Working practices and protocols in the audio visual industries**

Outcome 1            Communicate and work effectively

### **Impact**

Financial, operational, creative, safety, security

### **Production Line**

Understanding the source and flow of money, understanding how relevant commissioning and distribution processes works, understanding what the key job roles are and how they relate to each other

### **Communication methods**

Face-to-face, telephone, written (letter, email, fax), text message

### **Styles and techniques**

Tone, body language, appropriate language, formal, informal, use of aids, timely, when not to say anything, adaptable, active listening, audience requirements, special requirements

### Rationale

The aim of this unit is to enable the candidate to develop a broad knowledge and understanding of current and emerging technologies used in the audio visual industries to acquire, manipulate and deliver images and sounds to remote devices. Digital technology is prioritised throughout the unit.

Students considering entering the audio visual industries should be aware of the potential impact of new technologies in the years ahead.

Emerging technologies in digital media play an important role in the way in which people will access/consume entertainment and information. Gaming in particular has been a consistent source of innovation in recent years.

Access to entertainment, news, information, educational and cultural content will continue to grow, as will the ability to be acquire, manipulate and deliver image and sound. Digital radio, digital satellite broadcasting, HDTV, mobile platforms, pod-casting, on-demand delivery via broadband and many more technologies as yet undeveloped, have the potential to transform the media landscape and provide even more new ways to acquire, manipulate and deliver images and sound.

It is vital that those working in the audio visual industries remain aware and are able to respond flexibly to the new opportunities that open up and the new ways that people wish to access images and sound.

### Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

1. Explain the principles used to convert images and sound into digital signals and reproduce them on a remote device
2. Outline how technology supports the creative processes in audio visual industries
3. Outline future trends and developments

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full time or part time basis.

### Key Skills

This unit contributes towards the Key Skills in the following areas:

Communication C2.1

### Assessment and grading

This unit will be assessed by an assignment and a synoptic multiple choice test.

## Unit 003

# Current and emerging technologies in the audio visual industries

### Outcome 1

Explain the principles used to convert images and sound into digital signals and reproduce them on a remote device

#### Underpinning knowledge

The candidate will be able to:

1. Describe how **remote devices** rely on attributes of **human perception of sight and sound** to display moving images and generate sounds
2. Describe how a scene is acquired by an **imaging device**, converted into **discrete picture elements** and formed into a **digital signal**
3. Describe how sounds are acquired by a **microphone**, converted into digital signals and reproduced by **loudspeakers**

#### Range

##### Remote devices

TV monitors - CRT and digital, cinema projection, computer displays, digital still camera display, colour photographs (chemical/digital techniques), mobile phones, radio receivers, loudspeakers, headphones, stereo audio, broadband TV

##### Human perception of sight and sound

Persistence of vision, the brain retains an image for about one tenth of a second after it is perceived by the eye, the rapid refresh rate of still and moving images on a display device tricks the brain into perceiving continuous pictures, this is common to all moving image display devices, photo Imaging uses millions of tiny coloured dots to trick the brain into seeing a complete image as a photograph, sound is a variation in pressure waves, the ear drum and inner ear converts waves into electrical impulses, microphones use diaphragms of various designs to convert pressure waves into electrical signals

##### Imaging device

Digital cameras - still and video, image storage (eg tape, CD-Rom, memory card, computer generated images, film cameras) still and movie, telecine, mobile phones, digital photo imaging flatbed and film scanners

##### Discrete picture elements

Image scanning in the video camera converts light into coherent digital video signal, a digital still camera uses light sensitive mosaic 'chip' to acquire an image as a set of discrete voltages, computer generated images are direct digital creations – graphics, games, animation, motion picture film is a series of rapidly displayed still photographs

##### Digital signal

A high frequency sampling process measures the instantaneous amplitude of an analogue electrical signal and converts it into a number equivalent, this number is converted into a combination of the ones and zeroes used in computers, this stream of numbers (data stream) forms the digital signal, the industry standard digital video signal is called SDI (Serial Digital Interface) encoding and compression techniques

## **Unit 003**

### **Current and emerging technologies in the audio visual industries**

#### Outcome 1

Explain the principles used to convert images and sound into digital signals and reproduce them on a remote device

#### **Microphone**

Microphones convert sound pressure waves into electrical signals proportional to the amplitude (loudness) and frequency of the pressure waves, this electrical signal is converted to a digital form by a sampling process as described above, the sampling frequencies are lower than in digital video and there are several standards in use

#### **Loudspeakers**

A diaphragm driven by an electrical signal reproduces sound pressure waves that can be discerned by the human ear, two or more loudspeakers are required for stereo audio

## Unit 003

# Current and emerging technologies in the audio visual industries

## Outcome 2

Outline how technology supports the creative processes in audio visual industries

### Underpinning knowledge

The candidate will be able to:

1. Identify the technologies used for **manipulation of images and sounds** in audio visual industries
2. Explain the importance of **image numbering technology** to the production process
3. Outline technologies used for current **delivery methods**

### Range

#### Manipulation of images and sounds

Colour correction in film, video and photo imaging sectors, uses of computer software (eg Adobe Photoshop for still images and After Effects for film and video) to add effects and enhancements to images, digital video non-linear editing systems (eg Avid, Final Cut Pro), still image and video compression technology for DVD production, satellite and broadband TV, computer graphics and games software, stop frame 2D and 3D visual effects, animation technology – 2D and 3D computerised systems, audio editing systems and equalisation (eg Protools, Logic Audiofile) audio effects stereo and surround sound radio production (eg sound studios, news interviews, phone-ins, drama, comedy)

#### Image numbering technology

Timecode frame numbering technology for video, generation and display, its uses in the production process, other uses include; subtitles and automatic transmission control, litigation; lawyers quote timecode references in court, film frame numbering systems key frames and negative film cutting, digital photo imaging; file formats and management, importance and use of meta-data

#### Delivery methods

Broadcast TV and radio (terrestrial/satellite), broadband, internet, interactive TV, cinema (film/digital projection methods), computer games displays, DVD, digital and print photographs, mobile phone displays, radio (analogue/DAB)

## Unit 003

# Current and emerging technologies in the audio visual industries

## Outcome 3

Outline future technology trends and developments

### Underpinning knowledge

The candidate will be able to:

1. Outline examples of **emerging technologies** which are changing the way in which images and sound are acquired, manipulated, delivered
2. Outline the impact that digital technologies have had on **particular sectors** of the audio visual industry

### Range

#### Emerging technologies

Digital TV and radio, digital satellite, HDTV, mobile platforms, pod-casting, on-demand delivery via broadband, convergence of film, computer and TV technologies

#### Particular sectors

##### Film

High definition TV for shoots and projection, D-Cinema, computer special effects for film

##### Broadcast TV

High Definition broadcast formats, broadcast, tapeless, acquisition digital terrestrial (eg Freeview), interactive TV, satellite, digital tapeless recording to CD-ROM and memory cards

##### Radio

Digital transmissions, multi channel, DAB, additional information displays

##### Photo imaging

Digital acquisition and manipulation

##### Interactive multimedia

DVD, MP3, Internet, CD-Rom, UMD, HD-DVD

##### Animation

Computerised digital creation systems

## **Unit 003                      Current and emerging technologies in the audio visual industries**

Guidance notes for centres to indicate the intended level of knowledge and understanding

### **Persistence of Vision**

The human eye can only see so much information per second, anything faster than this is seen as a blur. The image that the eye sees is held for a period of time. Film and television use this to their advantage.

Long before the advent of television, the cinema had taken advantage of the persistence of vision of the human eye to deceive us into seeing motion, when there was none. Film projects a series of still pictures in rapid sequence, each picture or frame showing a slightly more advanced phase of the continuous action. When this is done more often than 16 times per second (it is done 24 times per second in professional movies with each picture shown twice to reduce flicker), the eye is no longer capable of separating the individual pictures because of its persistence of vision, and we obtain the impression of a smoothly blended, continuously progressing motion.

This fundamental disparity is overcome in television by a process of image analysis and synthesis, whereby the scene to be televised is first translated into an electrical image in the camera, this signal is then broken up into an orderly sequence of electrical impulses by a process called Scanning and the resulting video signal (the sequence of electrical impulses that makes up a television picture signal) is then sent to the transmitter. At the receiver the impulses are translated back into a corresponding sequence of lights and shadows and reassembled in their correct positions on the viewing screen. To ensure that the scanning system in the camera and the display system in the TV receiver/monitor are exactly in step, a series of pulses called, not surprisingly, synchronising or 'sync' pulses for short are added to the video signal.

This sequential reproduction of visual images is feasible only because our visual sense displays persistence; that is, the brain retains the impression of illumination for about 0.1 second after the source of light is removed from the eye. If, therefore, the process of image synthesis occurs within less than 0.1 second, the eye is unaware that the picture is being reassembled piecemeal, and it appears as if the whole surface of the viewing screen were continuously illuminated. By the same token, if we can re-create more than ten complete pictures per second, the motion of the scene can appear to be continuous.

In practice, to depict rapid motion smoothly, it is customary to transmit 25 complete pictures per second (30 in USA). To provide detail sufficient to accommodate a wide range of subject matter, each picture is analysed into 400,000 or more elementary details.

## Unit 003

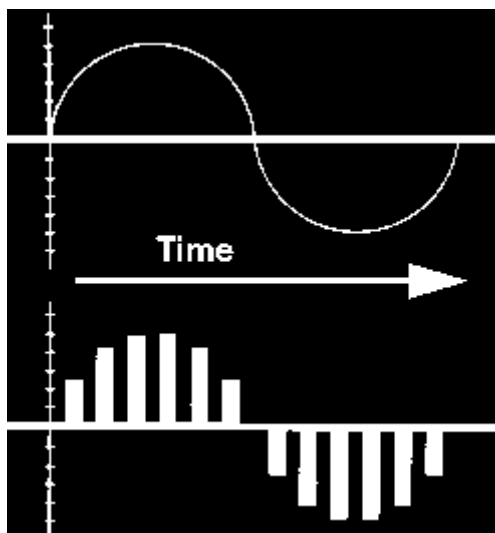
# Current and emerging technologies in the audio visual industries

Guidance notes for centres to indicate the intended level of knowledge and understanding

### Analogue and Digital Signals

Electronic signals as they originate in microphones and cameras are analogue in form. This means that the equipment detects signals in terms of continuing variations in relative strength or amplitude. In audio this translates into audio volume or loudness; in video and digital photos it is the brightness component of the picture. Analogue signals can be changed into digital data (computer 0s and 1s) before progressing through subsequent electronic equipment.

The top part of the illustration below shows how an analogue signal can rise and fall over time to reflect changes in the original audio or video source. In order to change an analogue signal to digital the wave pattern is sampled at a high rate of speed and the amplitude at each of those sampled moments is converted into a number equivalent.



These numbers are simply the combinations of the zeros and ones used in computer language. Since we are dealing with numerical quantities, this conversion process is appropriately called quantizing. Once the information is converted into numbers, we can do some interesting things (generally, special effects) by adding, subtracting, multiplying and dividing the numbers. The faster all this is done, the better the audio and video quality will be. But this also means that the electronics must be more sophisticated and more data or bandwidth will be involved.

## **Unit 003                      Current and emerging technologies in the audio visual industries**

Guidance notes for centres to indicate the intended level of knowledge and understanding

### **What's the advantage of digital data?**

Compared to the digital signal, an analogue signal would seem to be the most accurate and ideal representation of the original signal. While this may initially be true, the problem arises in the need for constant amplification and re-amplification of the signal throughout every stage of the audio and video process. Whenever a signal is reproduced and amplified noise is inevitably introduced, which degrades the signal. In audio this can take the form of a hissing sound; in video it appears as a subtle background "snow" effect. By converting the original analogue signal into digital form, this noise build-up can be virtually eliminated, even though the signal is amplified or "copied" dozens of times. Because digital signals are limited to the form of zeros and ones (0s and 1s, or binary computer code), no "in between" information (spurious noise) can creep in to degrade the signal.

### **Analogue and Digital Signals (continued)**

Today's digital audio and video equipment has borrowed heavily from developments in computer technology, so heavily, in fact, that the two areas seem to be merging. Today, satellite services make use of digital receivers that are, in effect, specialised computers. Progressive radio and TV stations have already switched from analogue to digital signal processing. And you probably listen to music recorded on a shirt pocket-sized device that is capable of storing several hours of digitised music.

### Rationale

This unit is concerned with developing the learners' knowledge and understanding of the principles of health and safety in the workplace. The unit will provide learners with a clear understanding of their own responsibilities and how their actions can contribute to a safe working by:

- making sure their actions do not create unnecessary risks
- taking appropriate action against significant risks in the workplace, and
- reporting situations that pose danger to people in the workplace.

On completion of the unit the learner will be able to demonstrate to potential employers that they have a clear understanding of the key requirements for working safely within the industry.

### Learning Outcomes

There are **three** learning outcomes to this unit. The candidate will be able to:

1. Outline the basic legal duties and responsibilities
2. Contribute to safe working
3. Outline basic accident and emergency procedures

### Guided Learning Hours

It is recommended that a total of **15** hours should be allocated to this unit. This may be on a full time or part time basis.

### Mapping to National Occupational Standards

This unit is mapped against the general requirements of the National Occupational Standards (X2) and the National Occupational Standards for Health and Safety (Unit HSS1)

### Key Skills

This unit contributes towards the Key Skills in the following areas:

Communication C2.1

### Assessment and grading

This unit will be assessed by an assignment and a synoptic multiple choice test.

## Unit 004

# Health and safety within the audio visual industries

## Outcome 1

Outline the basic legal duties and responsibilities

### Practical Skills

The candidate will be able to:

1. Access relevant sources of information on health and safety

### Underpinning Knowledge

The candidate will be able to:

1. Outline the key **employer duties** under relevant health and safety legislation
2. Outline the key **employee duties** under relevant health and safety legislation
3. State the key **implications for employers and individuals of any breach** of relevant health and safety legislation

### Range

#### Employer duties

To ensure the health, safety and welfare of their employees and other people who may be affected by the work activity, so far as is reasonably practicable, including:

- assessing and controlling the risks to health and safety that may arise from the work activity
- providing information, instruction and training for their employees on the risks to health and safety and the controls required for these risks
- providing a safe working environment and adequate welfare facilities
- consulting with employees and others involved or affected by the work activity on health and safety issues
- appointing competent people to assist in the development and implementation of the arrangements for controlling risks to health and safety
- establishing emergency procedures

#### Employee duties

- To take reasonable care for their own health and safety
- To take reasonable care for the health and safety of other people who may be affected by what the employee does or does not do
- To cooperate with their employer on health and safety matters
- To use all work items provided by their employer, including personal protective equipment, correctly and in accordance with any training, instructions or safe systems of work
- To work in accordance with the risk control arrangements established by their employer
- To report any shortcomings in the risk control arrangements of their employer
- To report any work situation that represents a serious and immediate danger to health and safety
- Not to interfere with or misuse anything provided for health and safety reasons

#### Implications for employers and individuals of any breach

Prosecution and key penalties for breaches of relevant health and safety legislation

# Unit 004      Health and safety within the audio visual industries

## Outcome 2      Contribute to safe working

### Practical Skills

The candidate will be able to:

1. Carry out their work activities in accordance with applicable risk controls and safe systems of work
2. Assist the employer in carrying out risk assessments
3. Carry out a basic inspection of a workplace, identifying any hazards and people at risk
4. Recommend appropriate risk controls for hazards
5. Assist the employer in active monitoring of the workplace and working environment

### Underpinning Knowledge

The candidate will be able to:

1. Explain the meaning of the terms **hazard, risk and risk control**
2. Explain the **importance of carrying out risk assessment**
3. Outline the **key steps in risk assessment**
4. Identify **common hazards** that may arise in the audio visual industry
5. Outline the **key risk controls for common hazards** that may arise in the audio visual industry

### Range

#### Hazard

Anything that may cause harm

#### Risk

The likelihood that a hazard would cause harm together with an indication of the severity of the harm that would result (likelihood x consequence)

#### Risk control

Preventive and protective measures taken to eliminate hazards or otherwise control the risk posed including physical controls; procedural controls; personal protective equipment and safety signs

#### Importance of carrying out risk assessment

To prevent harm resulting from work activities through the implementation of appropriate risk controls

#### Key steps in risk assessment

1. Identify the hazards
2. Identify who might be harmed and how
3. Evaluate the risk to determine whether the existing risk controls are sufficient or if further risk control should be implemented
4. Record the findings
5. Review the assessment

(Awareness of the Management of Health and Safety at Work Regulations)

# **Unit 004      Health and safety within the audio visual industries**

## **Outcome 2      Contribute to safe working**

### **Common hazards**

Slips, trips and falls on the level, manual handling, electricity (in studios, on location and in office environments), work at height (including ladders, platforms and rigs), noise, chemical and biological agents, display screen equipment (in offices, edit suites and galleries), work equipment including props and lifting equipment, working on location, working in public spaces, tiredness due to long hours

### **Key risk controls for common hazards**

Slips, trips and falls - housekeeping, cable management, workplace layout and personal protective equipment (awareness of the Workplace (Health, Safety and Welfare) Regulations)

Manual handling - load, individual, task and environmental risk reduction options including the use of lifting equipment, trolleys, tripods and stands and safe lifting techniques (awareness of the Manual Handling Operations Regulations)

Electricity - basic electrical safety including safe installation, insulation, overload protection, residual current devices, cable management, safe use of extension cables, portable appliance testing and visual checks by users (awareness of the Electricity at Work Regulations)

Work at height - edge protection, safety zones, safety bonds, fall arrest equipment (harnesses), safe use of ladders and platforms and personal protective equipment (awareness of the Work at Height Regulations)

Noise - physical and procedural noise reduction techniques and hearing protective equipment (awareness of the Noise at Work Regulations)

Chemical and Biological agents - selecting non/low hazard substances, ventilation and extraction, safe storage, spillage procedures, hygiene, personal protective equipment and symptom reporting (awareness of the Control of Substances Hazardous to Health Regulations)

Display screen equipment - workstation layout and working positions, regular breaks (awareness of the Health and Safety (Display Screen Equipment) Regulations)

Work equipment - guards, safety devices, user checks, safe installation and layout, safe working loads and personal protective equipment (awareness of the Provision and Use of Work Equipment Regulations and the Lifting Operations and Lifting Equipment Regulations)

Working on location - welfare arrangements and personal protective equipment for adverse/inclement weather and other location hazards (warm/wet weather gear, high visibility clothing, protective footwear)

Working in public spaces – awareness of the health and safety of the public

Tiredness due to long hours – realistic scheduling of work activities

## **Unit 004            Health and safety within the audio visual industries**

### **Outcome 3            Outline accident and emergency procedures**

#### **Practical Skills**

The candidate will be able to:

1. Comply with accident and incident reporting procedures
2. Follow fire and emergency procedures

#### **Underpinning Knowledge**

The learner will be able to:

1. Identify **key responsible persons** in the workplace
2. Outline the basic **procedures for dealing with fire or other emergencies**
3. State the correct type of **fire fighting equipment for different types of fire**
4. State the **importance of reporting accidents and incidents**

#### **Range**

##### **Key responsible persons**

Appointed Health and Safety Officer, First Aid staff, Fire Wardens, Managers, Supervisors

##### **Procedures for dealing with fire or other emergencies**

Raising the alarm, action on activation of the alarm, evacuation, Fire and Emergency Action Notices (awareness of the Fire Safety (Regulatory Reform) Order), workplace procedures

##### **Fire fighting equipment for different types of fire**

Water, Foam (AFFF), Dry Powder and CO<sub>2</sub> extinguishers, fire blanket

##### **Importance of reporting accidents and incidents**

Prevention of future accidents and incidents, ensuring the workplace is made safe to prevent further harm, basic first aid requirements, protection against employer liability, employee duty awareness of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

# Unit 004            Health and safety within the audio visual industries

## Notes for guidance

### Suggested resources

There is a range of resources available to support the delivery of this unit. It is however important that in this dynamic industry that the guidance material should be drawn from the Industry specific material, wherever practicable.

The following guidance and leaflets are all free from the HSE website <http://www.hse.gov.uk/entertainment/> . This is not a definitive list but will help students and tutors access relevant information. Other general reference material can be ordered via the HSE bookshop <http://www.hsebooks.com/Books> , or by phone 01787 881 165.

- An introduction to health and safety
- A guide to risk assessment requirements
- Five steps to risk assessment
- Working with contractors
- Smoke and vapour effects used in entertainment (Entertainment Information Sheet No 3)
- Working with animals in entertainment (Entertainment Information Sheet No 4)
- Safe operation of miniature railways, traction engines and road vehicles (Entertainment Information Sheet No 12)
- Managing crowds safely
- Inspecting fall arrest equipment made from webbing or rope
- Electrical safety for entertainers
- Safe filming and recording involving vehicles (Entertainment Information Sheet No.22)
- Management of firearms and other weapons in productions (Entertainment Information Sheet No. 20)
- Health and safety in audio-visual production. Your legal duties
- Special or visual effects involving explosives or pyrotechnics used in film and television productions (Entertainment Information Sheet No. 16)
- Stunts, fights and other potentially hazardous production activities (Entertainment Information Sheet No. 17)
- Buildings used for locations and temporary studios in film, television and theatre (Entertainment Information Sheet No. 18)
- Safe design and build of production sets used for film and television (Entertainment Information Sheet No. 19)
- The dangers of cellulose nitrate film
- Safety in broadcasting sports events <http://www.hse.gov.uk/pubns/etis2.htm>
- Violence to workers in broadcasting
- Working at heights in the broadcasting and entertainment industries (Entertainment Information Sheet No 6).

Other sources include FISG (Film Industry Safety Group) and BISG (Broadcast Industry Training Group).

## Appendix 1 Key words and terms

The following key words and abbreviations are used in the units.

| <b>Abbreviation</b> | <b>Meaning</b>  |
|---------------------|---|
| APA                 | Accreditation of Prior Achievement  |
| APL                 | Accreditation of Prior learning   |
| A/V                 | Assessor/Verifier   |
| AVI                 | Audio Visual Industries   |
| AMPS                | The Association of Motion Picture Sound                                       |
| ASPEC               | Association of Studio and Production Equipment Companies                      |
| BAFTA               | The British Academy of Film and Television Arts                               |
| BBC                 | British Broadcasting Corporation  |
| BBFC                | British Board of Film Classification  |
| BECTU               | Broadcasting Entertainment Cinematograph and Theatre Union                    |
| BERR                | Department for Business, Enterprise and Regulatory Reform                     |
| BFI                 | British Film Institute  |
| BIMA                | British Interactive Media Association   |
| BIPP                | British Institute of Professional Photography                                 |
| BISG                | Broadcast Industry Safety Group   |
| BKSTS               | British Kinematograph Sound and Television Society - The Moving Image Society |
| BSkyB               | British Sky Broadcasting  |
| C & G               | City and Guilds   |
| CAP                 | Centre Approval Process   |
| CPD                 | Continuous Professional Development   |
| CUC                 | Certificate of Unit Credit  |
| DAB                 | Digital Audio Broadcasting  |
| DELNI               | Department for Employment and Learning in Northern Ireland                    |
| DVD                 | Digital Versatile Disc  |
| ELSPA               | Entertainment & Leisure Software Publishers Association                       |
| ELWa                | Education and learning Wales  |
| ENTO                | Employment National Training Organisation                                     |

## Key words and terms

| Abbreviation | Meaning  |
|--------------|--|
| FISG         | Film Industry Safety Group   |
| HDTV         | High Definition Television   |
| HLQ          | High Level Qualifier   |
| HSE          | Health and Safety Executive  |
| ITV          | Independent Television   |
| IVCA         | International Visual Communication Association                         |
| LSC          | Learning Skills Council  |
| NOS          | National Occupational Standards  |
| NQF          | National Qualifications Framework                                      |
| NVQ          | National Vocational Qualifications                                     |
| OFCOM        | Office of Communication  |
| PACT         | Producers Alliance for Cinema and Television                           |
| PIC          | Photo Imaging Council  |
| QAP          | Qualification Approval Process (previously known as scheme approval)   |
| RIDDOR       | Reporting of Injuries , Diseases and Dangerous, Occurrence Regulations |
| RPS          | Royal Photographic Society   |
| RSA          | Regional Screen Agencies   |
| S4c          | Sianel Pedwar Cymru (Channel Four Wales)                               |
| SQS          | Skillset's Audio Visual Qualifications Strategy                        |
| TIGA         | Independent Games Developers Association                               |
| UK POST      | Representing the UKs Post production and special effects industry      |
| UMD          | Universal Media Disc   |
| VACS         | Valid, Authentic, Current and Sufficient evidence                      |

## Appendix 2 Key/Core Skills signposting

The qualification provides opportunities to gather evidence towards the accreditation of Key Skills as shown in the table below. However, to gain Key Skills certification the Key Skills would need to be taken as an additional qualification.

| Unit number | Communication | Application of Number | Information Technology |
|-------------|---------------|-----------------------|------------------------|
| 001         | C2.1, C2.3    | N2.1, N2.2, N2.3      |                        |
| 002         | C2.3          |                       |                        |
| 003         | C2.1          |                       |                        |
| 004         | C2.1          |                       |                        |

| Unit number | Problem Solving | Improving own learning and performance | Working With Others |
|-------------|-----------------|--|---------------------|
| 001         | PS2.1           |  |                     |
| 002         | PS2.1           |  |                     |
| 003         |                 |  |                     |
| 004         |                 |  |                     |

## Appendix 3 Funding

This qualification is accredited and included on the National Qualifications Framework, and is therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements for this qualification.

| Nation                  | Who to contact   | For higher level qualifications  |
|-------------------------|--|--|
| <b>England</b>          | <p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at <b>www.lsc.gov.uk</b> and, for funding for a specific qualification, on the Learning Aim Database <b>http://providers.lsc.gov.uk/lad</b>.</p> | <p>Contact the Higher Education Funding Council for England at <b>www.hefce.ac.uk</b>.</p>   |
| <b>Scotland</b>         | <p>Colleges should contact the Scottish Further Education Funding Council, at <b>www.sfc.co.uk</b>. Training providers should contact Scottish Enterprise at <b>www.scottish-enterprise.com</b> or one of the Local Enterprise Companies.</p>  | <p>Contact the Scottish Higher Education Funding Council at <b>www.shefc.ac.uk</b>.</p>  |
| <b>Wales</b>            | <p>Centres should contact Education and Learning Wales (ELWa) at <b>www.elwa.ac.uk</b> or contact one of the four regional branches of ELWa.</p>   | <p>For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at <b>www.hefcw.ac.uk</b>.</p> |
| <b>Northern Ireland</b> | <p>Please contact the Department for Employment and Learning at <b>www.delni.gov.uk</b>.</p>   |  |

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