

Technical staff

recognising of the acquired
competences

What are competences?

- “What you are able to do”
- Objective
- Measurable
- Comparable

What are competences

- A standardized description of skills, knowledge, attitudes and responsibilities needed to perform a specific action in a defined context.

Example

- Listening to a speaker (me)
- Skills
 - Understand the language of the speaker
 - Place speech in context
 - Ask questions if speaker is not clear
 - Make comprehensive notes

Example

- Knowledge
 - Background knowledge about the subject
 - Techniques for making notes

Example

- Attitude
 - Patient
 - Attentive
 - Interactive
- Autonomy
 - Report back to organisation

Knowledge vs. competence

- “What you are able to do”
vs.
 - “What do you know”

Use

- Describing
 - Function profiles
 - Education or training
 - Personal profiles (CV)

Use

- Evaluating
 - Training needs
 - Functioning of workers
 - Self evaluation

Use

- Assessing and validating of
 - Prior learning
 - Earlier earned competences

Examples of use

- Training needs and personal development plan
 - Helsinki Opera
 - City of Antwerp

Examples of use

- Description Education program
 - Academia de la Scala (IT)
 - CFPTS (FR)
 - RITS (Erasmus University college Brussels)

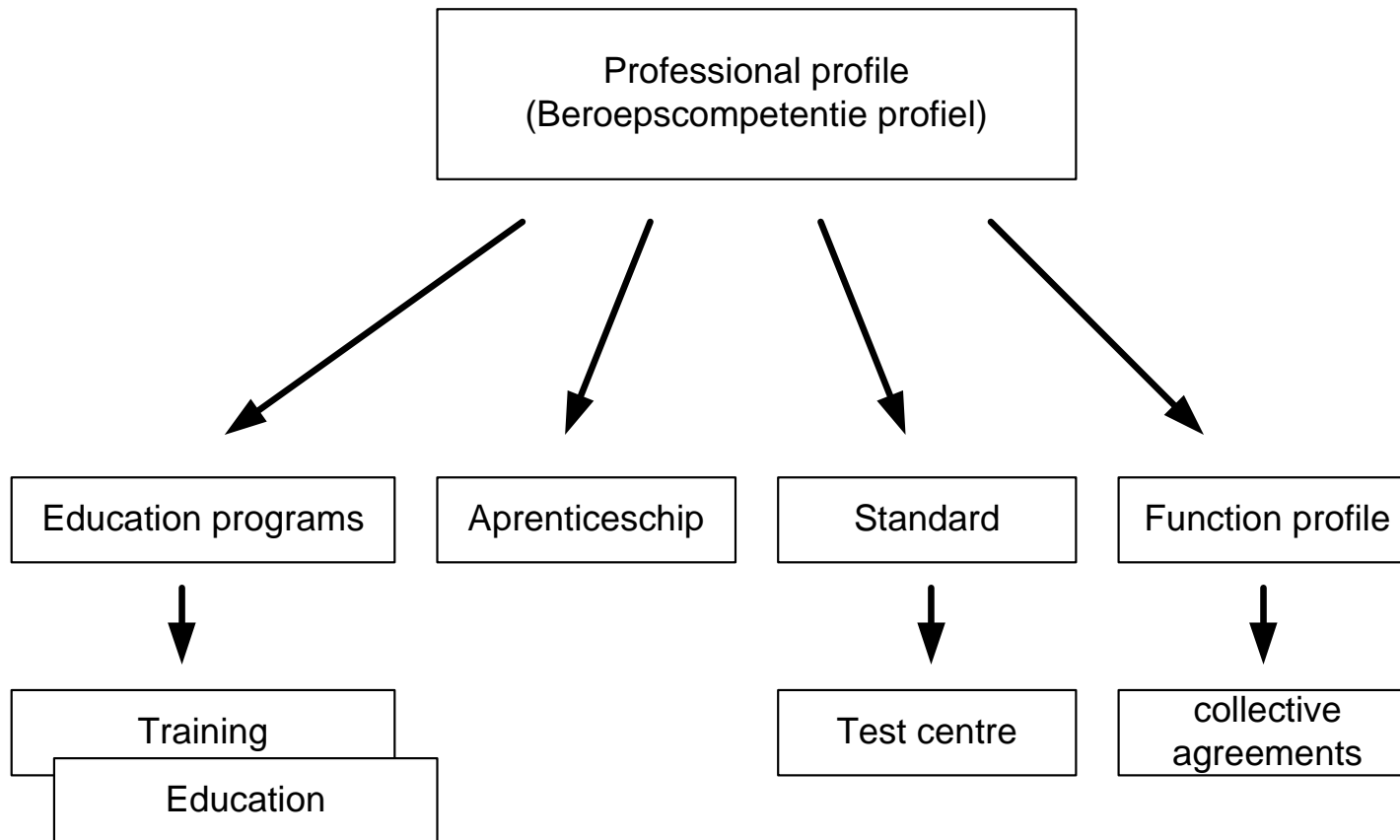
Examples of use

- Assessment
 - UK (NVQ)
 - BE (testcentrum podiumtechniek)
 - BE (EVC in education)

Examples of use

- Description of functions
 - Collective agreements
 - Job applications
 - ...

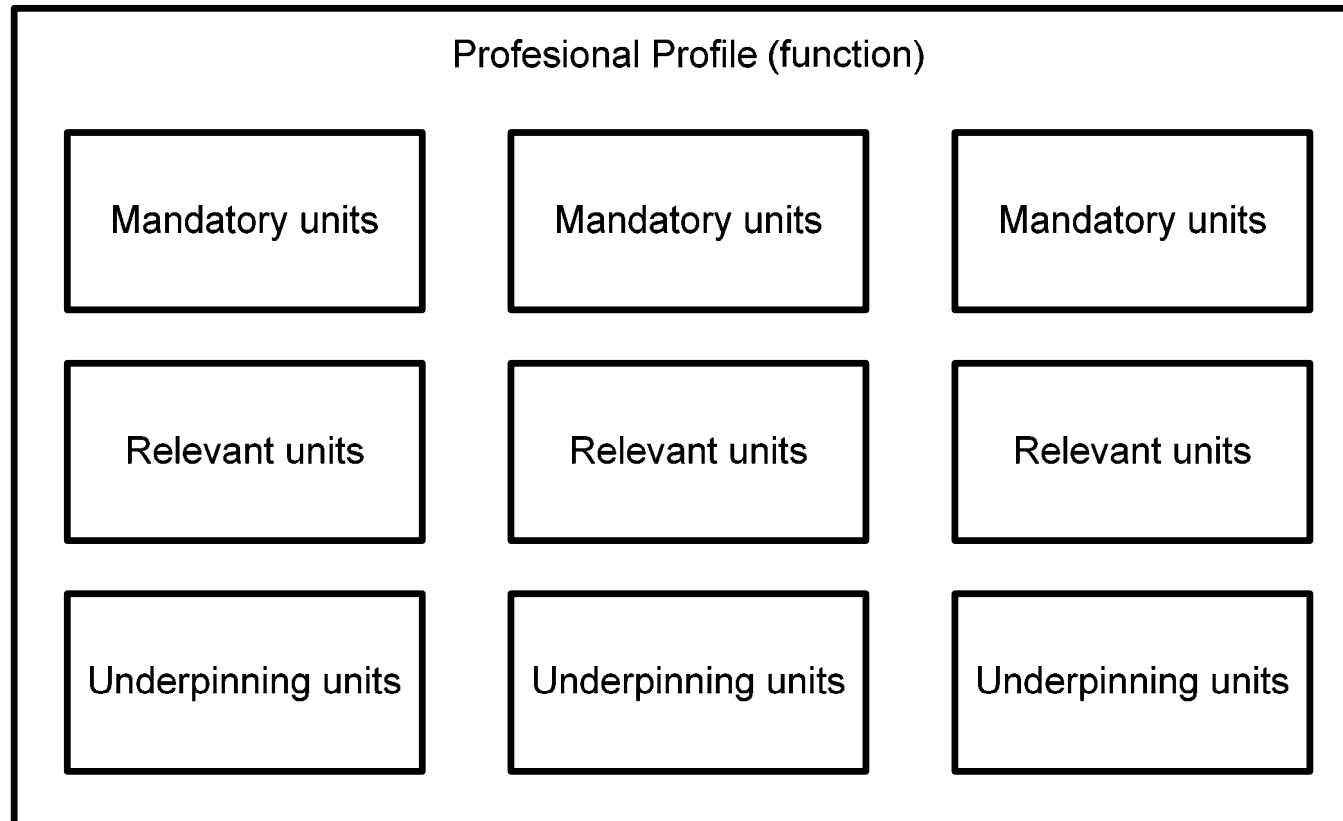
Implementation in Belgium



Implementation in Belgium

- 4 levels
 - Assistant
 - Technician
 - Specialist (sound, light, image)
 - Stage manager
- Profile for whole profession

Implementation in UK



Implementation in UK

- Differentiation in professions
- Profile is adaptable to job description



TTT in EU

Competence comparison
for
Technical Theatre in Europe

TTT in EU

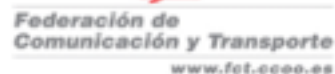
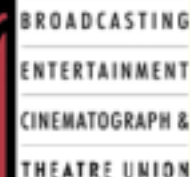
- The TTT in EU project
- Findings behind the project
- Concept
- Creation process
- Practical use

TTT in EU

- Leonardo da Vinci project
- European Social partners
 - Employers
 - employees
 - EU

TTT in EII

- Stadia (FI)
- TEAD vzw (BE)
- Dramatiska (SE)
- Skillscene (UK)



TTT in EU

- Analysis of competences
- Transparency in prior learning and qualifications
- Developing tools
 - Comparison
 - measurement
 - translation

Findings

- Standards are not comparable
 - Toneelmeester
 - Bühnemeister
 - Stage manager

Findings

- Organisation of labour is different
 - Polyvalent
 - Specialisation
 - Hierarchical structure

Findings

- Job descriptions are different
 - House
 - Company
 - Creative
 - Technical

Findings

- Even within the same organization
 - Different combinations of competences
 - Added value of diversity in a crew
 - Added value of “non theatre competences”

Conclusion

- Every function is unique.
- Every function can be described as a combination of competences.
- Idem for training, education, etc.

Conclusion

- Every education program is unique
 - Depending on
 - Vision
 - People
 - Market / local needs

Problems

- Horizontal en vertical comparability
 - Different levels
 - Within a level
 - Different systems
 - Germany vs. Belgium
 - EQF

Different formats

- Specific local context
- Different legal environment
- Different labour organisation
- Different languages

Specific local context

- SERV (Flanders standards organisation)
 - Professional profile
 - Standards
- Reason
 - Economic
 - Measurable within budget

Specific local context

- EHB (higher education)
 - Education program
 - Course description
 - Connection with former learning
- Reason
 - Practical
 - Readability / workability
 - Avoid “aging”

Different legal environment

- Reference to national legislation
 - Similar
 - Starting from EU legislation
- National certification
 - Fireworks in Germany
 - Automated fly systems

Other labour organisation

- Traditions
- Functions
- Recognition of profession
- Respect for profession
- Collective agreements
 - Influence on functions
 - Working hours
 - Responsibilities
 - Relations between functions

Different languages

- To describe
- To read
- Jargon
- Professional vs. academic

Existing systems

- Eu portfolio
 - Too open
 - Language dependant
 - Not adapted to the arts
- EU diploma supplement

Existing systems

- ENG card
 - Too limited
 - Only registered degrees

Individual competence profile

- LLL = everybody is unique
- Combination of formal and informal learning
 - School
 - training
 - Workspace experience
 - Experience in private life

Concept

- Competences as building blocks
 - workable
 - comparable
 - Basis for tools
- Usable in
 - LLL
 - Sectors
 - Education and training

Competences

- Same building blocks for
 - Educational profiles
 - Professional profiles
 - Learning paths
 - Job en function descriptions
 - Evaluation workers
 - Talent management
 - ...

Principle

- Competence unit is smallest common denominator
- Placed on a 3D grid
- Universal
- Language, culture en geography independent

Smallest common denominator

- Competences are undividable
- “Part of” or “equal”
- Present or not present

3D grid

- Place in the process
 - Indication (Where would this unit be most visible?)
- Field
 - Indication
 - Copy (link) in other fields
- Level
 - Based on EQF

Universal

- Description as general as possible
- Reusable in other fields
- Example: provide equipment
 - No difference for sound or light

Language, culture and geography independent

- Avoiding
 - References to local situations
 - References to specific working methods
 - References to work environment
 - References to law or rules

Result

- Set of competence units
- “go between” to other systems
- Readable and workable
- In different languages

Tools Instructions Project homepage

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00000001

[Manage](#) [Add to Area](#) [Add to Local](#)

Get in and get out performance equipment

- > [Level: 2](#)
- > [Status:](#) Agreed
- > [Context:](#) Getting in and getting out scenery, sound, light and video equipment on the stage and storage environment
- > [Competence area:](#) General
- > [Place in the process:](#) Independent of the process

Elements:

- > **01 Load and unload the equipment**
 - " **Skills:**
 - > Handle equipment safely
 - > Handle equipment organically
 - " **Knowledge:**
 - > Understand the value of the equipment
 - > Ergonomic principles
 - " **Attitude:**
 - > work carefully
 - " **Autonomy:**
 - > work under supervision
- " **02 Check the equipment**
 - > **Skills:**
 - " is able to recognise possible damage
 - " Communicate about damage to the appropriate person
 - > **Knowledge:**
 - " Equipment knowledge
 - > **Attitude:**
 - " feel responsible
 - > **Autonomy:**
 - " work under supervision
- " **03 Transport**
 - " **Skills:**
 - > Handle equipment safely
 - > is able to use the proper gateways and routes
 - > using the right equipment to transfer items
 - " **Knowledge:**
 - > Understand the value of the equipment
 - > knowledge of the logistical environment
 - " **Attitude:**
 - > work carefully

Contents

[Title:](#)

" [1 Get in and get out performance equipment](#)

" [1.01](#)

" [1.02 Get in and get out performance equipment](#)

" [1.03](#)

" [1.04](#)

" [1.05](#)

" [1.06](#)

" [1.07](#)

" [1.08](#)

" [1.09](#)

" [1.10](#)

" [1.11](#)

" [1.12](#)

" [1.13](#)

" [1.14](#)

" [1.15](#)

" [1.16](#)

" [1.17](#)

" [1.18](#)

" [1.19](#)

" [1.20](#)

" [1.21](#)

" [1.22](#)

" [1.23](#)

" [1.24](#)

" [1.25](#)

" [1.26](#)

" [1.27](#)

" [1.28](#)

" [1.29](#)

" [1.30](#)

" [1.31](#)

" [1.32](#)

" [1.33](#)

" [1.34](#)

" [1.35](#)

" [1.36](#)

" [1.37](#)

" [1.38](#)

" [1.39](#)

" [1.40](#)

" [1.41](#)

" [1.42](#)

" [1.43](#)

" [1.44](#)

" [1.45](#)

" [1.46](#)

" [1.47](#)

" [1.48](#)

" [1.49](#)

" [1.50](#)

" [1.51](#)

" [1.52](#)

" [1.53](#)

" [1.54](#)

" [1.55](#)

" [1.56](#)

" [1.57](#)

" [1.58](#)

" [1.59](#)

" [1.60](#)

" [1.61](#)

" [1.62](#)

" [1.63](#)

" [1.64](#)

" [1.65](#)

" [1.66](#)

" [1.67](#)

" [1.68](#)

" [1.69](#)

" [1.70](#)

" [1.71](#)

" [1.72](#)

" [1.73](#)

" [1.74](#)

" [1.75](#)

" [1.76](#)

" [1.77](#)

" [1.78](#)

" [1.79](#)

" [1.80](#)

" [1.81](#)

" [1.82](#)

" [1.83](#)

" [1.84](#)

" [1.85](#)

" [1.86](#)

" [1.87](#)

" [1.88](#)

" [1.89](#)

" [1.90](#)

" [1.91](#)

" [1.92](#)

" [1.93](#)

" [1.94](#)

" [1.95](#)

" [1.96](#)

" [1.97](#)

" [1.98](#)

" [1.99](#)

" [1.100](#)

" [1.101](#)

" [1.102](#)

" [1.103](#)

" [1.104](#)

" [1.105](#)

" [1.106](#)

" [1.107](#)

" [1.108](#)

" [1.109](#)

" [1.110](#)

" [1.111](#)

" [1.112](#)

" [1.113](#)

" [1.114](#)

" [1.115](#)

" [1.116](#)

" [1.117](#)

" [1.118](#)

" [1.119](#)

" [1.120](#)

" [1.121](#)

" [1.122](#)

" [1.123](#)

" [1.124](#)

" [1.125](#)

" [1.126](#)

" [1.127](#)

" [1.128](#)

" [1.129](#)

" [1.130](#)

" [1.131](#)

" [1.132](#)

" [1.133](#)

" [1.134](#)

" [1.135](#)

" [1.136](#)

" [1.137](#)

" [1.138](#)

" [1.139](#)

" [1.140](#)

" [1.141](#)

" [1.142](#)

" [1.143](#)

" [1.144](#)

" [1.145](#)

" [1.146](#)

" [1.147](#)

" [1.148](#)

" [1.149](#)

" [1.150](#)

" [1.151](#)

" [1.152](#)

" [1.153](#)

" [1.154](#)

" [1.155](#)

" [1.156](#)

" [1.157](#)

" [1.158](#)

" [1.159](#)

" [1.160](#)

" [1.161](#)

" [1.162](#)

" [1.163](#)

" [1.164](#)

" [1.165](#)

" [1.166](#)

" [1.167](#)

" [1.168](#)

" [1.169](#)

" [1.170](#)

" [1.171](#)

" [1.172](#)

" [1.173](#)

" [1.174](#)

" [1.175](#)

" [1.176](#)

" [1.177](#)

" [1.178](#)

" [1.179](#)

" [1.180](#)

" [1.181](#)

" [1.182](#)

" [1.183](#)

" [1.184](#)

" [1.185](#)

" [1.186](#)

" [1.187](#)

" [1.188](#)

" [1.189](#)

" [1.190](#)

" [1.191](#)

" [1.192](#)

" [1.193](#)

" [1.194](#)

" [1.195](#)

" [1.196](#)

" [1.197](#)

" [1.198](#)

" [1.199](#)

" [1.200](#)

" [1.201](#)

" [1.202](#)

" [1.203](#)

" [1.204](#)

" [1.205](#)

" [1.206](#)

" [1.207](#)

" [1.208](#)

" [1.209](#)

" [1.210](#)

" [1.211](#)

" [1.212](#)

" [1.213](#)

" [1.214](#)

" [1.215](#)

" [1.216](#)

" [1.217](#)

" [1.218](#)

" [1.219](#)

" [1.220](#)

" [1.221](#)

" [1.222](#)

" [1.223](#)

" [1.224](#)

" [1.225](#)

" [1.226](#)

" [1.227](#)

" [1.228](#)

Structure unit (Header)

- Unique number
 - field en subfield
 - Where most obvious
 - Electrical connections is technical electricity (with see also in lighting)
 - place in process
 - Where most prominent
 - readability
 - Loading and unloading
 - Number unit

Structure unit (Header)

- Level
 - reference to EQF
- Context
- Status
 - for makers
 - Creation
 - Test
 - Second read
 - Translation
 - For users
 - Agreed
 - Replaced with newer version

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[Main page](#) [List by Area](#) [List by Level](#)

Assess power needs

- » **Level: 5**
- » **Status:** Agreed
- » **Context:** Prepare and plan the provision of electrical power for different areas
- » **Competence area:** General Technical (electrical)
- » **Place in the process:** Planning the show

00000001

[Main page](#) [List by Area](#) [List by Level](#)

Get in and get out performance equipment

- » **Level: 2**
- » **Status:** Agreed
- » **Context:** Getting in and getting out scenery, sound, light and video equipment on the stage and storing environment
- » **Competence area:** General
- » **Place in the process:** Independant of the process

structure unit

- Elements
 - Skills
 - Knowledge
 - Attitude
 - Autonomy / Responsibility

Elements

» 01 Load and unload the equipment

» Skills:

- » Handle equipment safely
- » Handle equipment ergonomically

» Knowledge:

- » Understand the value of the equipment
- » Ergonomic principles

» Attitude:

- » works carefully

» Autonomy:

- » works under supervision

» 02 Check the equipment

» Skills:

- » Is able to recognise possible damage
- » Communicate about damage to the appropriate person

» Knowledge:

- » Equipment know-how

» Attitude:

- » Feel responsible

» Autonomy:

Limitations

- No absolute description
- Interpretation assessor
- Recognition by education authorities

Practical use

- Mock ups
- Test models
- Preparing digitalisation

Practical use

- My profile
- Compare profile
- Training needs

Future

- New tools
 - Learning path
 - Portfolio
 - Educational index
 - On line assessment

More info

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