

TALQ SURVEY - Training institutions

Welcome

TALQ is a European project aimed at researching national qualifications and certificates in relation to ESCO international occupational profiles. The project identifies and tests procedures, approaches and quality criteria at European level. The objective is to pilot a Europe wide qualification, connected to a EQF level.

The following pilot ESCO profiles belong to “ISCO 08 / 3435 / Artistic and cultural associate professionals not elsewhere classified”:

- Lighting Technician
- Lighting Board Operator
- Lighting Designer

In a first step, we map the occupations and education in each country. We kindly ask you to answer the following questions providing as many details as you can. Please note that you can open and modify your survey any time you need.

If you need any kind of support please contact one of the following researchers:

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Thank you very much for your precious and kind collaboration.

The TALQ Team

CALL FOR PROPOSALS – EACEA/48/2015 Key Action 3: Support for Policy Reform, Support to European Policy Tools. Quality assurance at European level for enhanced transparency and recognition of skills and qualifications

PROJECT – 576008-EPP-1-2015-1-IT-EPPKA3-TRANS-SQ - TALQ - Transparency in Arts Levels and Qualifications

Overview

As some of the questions could require the collection of some external data (links, general information, quantitative data...), below you may find an overview of the questions you will be asked.

1. General information

2. What is the name/title of your/the training program?
3. Could you please provide a link to a webpage (e.g. promotional and/or informative) about your training program?
4. To whom is the program addressed?
5. What is the professional profile targeted by your training program?
6. Is the target professional profile connected to a national/regional occupational standard? If yes, what is the relevant standard?
7. How relevant are the following labor market branches for your graduated students/participants? (multiple choice)
8. Do your graduated students/participants mainly work as: Permanent workers / Temporary workers / Freelancers/Independent workers
9. How would you define the targeted professional profile of your training program? Technical job / Artistic job
10. How many hours does the program take?
11. What kind of qualification/diploma does the training program award?
12. To which EQF level does the awarded qualification/diploma correspond?
13. Does your program use any of the following credit systems? ECTS / ECVET / National system / No credit system
14. Do the students/participants have the possibility to have prior learning recognized before accessing the training program (e.g. for specific competences)?
15. How is prior learning recognized?

In the following pages you are asked to check the ESCO competences against your training program. Competences are split into 7 different groups according to their features and relevance:

16. SECTION 1/7 - DEVELOPING A DESIGN FOR A PERFORMANCE
17. SECTION 2/7 - PREPARING AND DOCUMENTING A PERFORMANCE
18. SECTION 3/7 - SET UP, DISASSEMBLY AND MAINTAINANCE OF A PERFORMANCE
19. SECTION 4/7 - REHEARSALS AND RUNNING OF A PERFORMANCE
20. SECTION 5/7 - HEALTH & SAFETY
21. SECTION 6/7 - PERSONAL PROFESSIONAL DEVELOPMENT, ENTREPRENEURSHIP AND LEADERSHIP
22. SECTION 7/7 - Are there any other relevant skills and competences which are part of your training program? (please list what else your students are "able to" do)
23. Is there a standard national exam?

- 24. Is there a set of national rules about assessment to be followed? (if yes, please provide a link/document reference)**
- 25. What type of methods are used for final assessment/evaluation of the students/participants? (multiple choice)**
- 26. Who are the assessors for the final assessment/evaluation? (multiple choice)**
- 27. Who supervises the assessment/evaluation?**
- 28. Who validates the assessment/evaluation?**
- 29. What do you consider to be advantages / disadvantages for an international qualification?**
- 30. Would your institution be prepared to participate in an international qualification / evaluation process?**
- 31. What type of methods are used for intermediate assignments of the students/participants? (multiple choice)**
- 32. Is the intermediate evaluation part of the final evaluation/grading?**
- 33. Are you available for further telephone contact in case researchers would need some more details?**

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1. General information

Organization

Type of Organization

*(Training Centre,
University, Academy,
Professional
organization, Secondary
school or equivalent,
Assessment company,
Unemployment office,
other)*

Country

Name

Surname

Role

E-mail

Telephone

Skype

Website

2. What is the name/title of your/the training program?

3. Could you please provide a link to a webpage (e.g. promotional and/or informative) about your training program?

4. To whom is the program addressed?

- Students/participants with no experience in the field (*initial training*)
- Students/participants who meet specific entrance requirements (*advanced level*)
- Professionals (*lifelong learning*)

5. What is the professional profile targeted by your training program?

6. Is the target professional profile connected to a national/regional occupational standard? If yes, what is the relevant standard?

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7. How relevant are the following labor market branches for your graduated students/participants?

	No relevance	Low relevance	Medium relevance	High relevance
Theatre houses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opera houses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theatre companies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural centres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rental companies / Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fashion companies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cinema production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TV production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architectural firms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you chose "Other", please specify the branch

8. Do your graduated students/participants mainly work as:

- Permanent workers
- Temporary workers
- Freelancers/Independent workers

Other conditions (please specify)

9. How would you define the targeted professional profile of your training program?

Technical job Artistic job



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10. How many hours does the program take?

Theoretical lessons

Practical lessons

Internship/Practical work
experience (at workplace)

Preparation and study (at
home)

Total (if you don't know
any details)

11. What kind of qualification/diploma does the training program award?

12. To which EQF level does the awarded qualification/diploma correspond?

(check EQF [here](#))

	None	1	2	3	4	5	6	7	8
EQF level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Does your program use any of the following credit systems?

- ECTS
- ECVET
- National system
- ECTS and National system
- ECVET and National system
- No credit system

14. Do the students/participants have the possibility to have prior learning recognized before accessing the training program (e.g. for specific competences)?

15. How is prior learning recognized?

Correspondence to ESCO competences

In the following pages you are asked to check the ESCO competences against your training program. Competences are split into 7 different groups according to their features and relevance:

- 1) DEVELOPING A DESIGN FOR A PERFORMANCE
- 2) PREPARING AND DOCUMENTING A PERFORMANCE
- 3) SET UP, DISASSEMBLY AND MAINTENANCE OF A PERFORMANCE
- 4) REHEARSALS AND RUNNING OF A PERFORMANCE
- 5) HEALTH AND SAFETY
- 6) PERSONAL PROFESSIONAL DEVELOPMENT, ENTREPRENAURSHIP AND LEADERSHIP
- 7) OTHER SKILLS AND COMPETENCES

On the following pages, please indicate the relevance of each of the following competences, according to you training program.

For a full description of the competences listed in the following pages,[please click here](#).

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16. SECTION 1/7 - DEVELOPING A DESIGN FOR A PERFORMANCE

	Students are able to	Students are able to (Optional)	Students are not able to
Analyse score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyse script	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyse the artistic concept based on stage actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyse the scenography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop design concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop design ideas cooperatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present detailed design proposals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consult with director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consult with stakeholders on implementation of a production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate artistic concepts to technical designs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support a designer in the developing process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure design concept quality during realisation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Update design results during rehearsals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coach staff for running the performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt artistic plan to location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Students are able to	Students are able to (Optional)	Students are not able to
Adapt existing designs to changed circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt to artists' creative demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret artistic intentions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safeguard artistic quality of performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform quality control of design during a run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with the director of photography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Propose improvements to artistic production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. SECTION 2/7 - PREPARING AND DOCUMENTING A PERFORMANCE

	Students are able to	Students are able to (Optional)	Students are not able to
Read lighting plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document lighting plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technical documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain system layout for a production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document artistic production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take measurements of performance space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyse the need for technical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess power needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check material resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise client on technical possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage technical resources stock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage consumables stock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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18. SECTION 3/7 - SET UP, DISASSEMBLY AND MAINTAIN A PERFORMANCE

	Students are able to	Students are able to (Optional)	Students are not able to
Prepare personal work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide power distribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set up generators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distribute control signals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fit up performance equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rig automated lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rig lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set up follow spots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set up light board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Light a show	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus lighting equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De-rig electronic equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pack electronic equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Store performance equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevent technical problems with lighting equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain automated lighting equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain dimmer equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain electrical equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain lighting equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. SECTION 4/7 - REHEARSALS AND RUNNING OF A PERFORMANCE

	Students are able to	Students are able to (Optional)	Students are not able to
Plot lighting states	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plot lighting states with automated lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervise plotting of stage lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate during show	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use communication equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cue a performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operate a lighting console	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operate dimmer equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operate follow spots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with actions on stage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. SECTION 5/7 - HEALTH & SAFETY

	Students are able to	Students are able to (Optional)	Students are not able to
Work with respect for own safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to a safe working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to a sustainable working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work ergonomically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use personal protection equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work safely with mobile electrical systems under supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevent fire in a performance environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform first fire intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work safe at heights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work safe with machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work safe with chemicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fit up and rig performance equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. SECTION 6/7 - PERSONAL PROFESSIONAL DEVELOPMENT, ENTREPRENEURSHIP AND LEADERSHIP

	Students are able to	Students are able to (Optional)	Students are not able to
Understand artistic concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep up with trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor developments in technology used for design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor sociological trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Update budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Devise solutions to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handle signoff of an installed system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage personal professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document your own practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep personal administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. SECTION 7/7 - Are there any other relevant skills and competences part of your training program?
(please list what else your students are "able to" do)

23. Is there a standard national exam?

Yes

No

24. Is there a set of national rules about assessment to be followed? (if yes, please provide a link/document reference)

25. What type of methods are used for **final** assessment/evaluation of the students/participants?
(for more details about the methods, check [HERE](#)).

- Observation on site
- Observation in a simulated environment
- Role play
- Post box exercise
- Written test (multiple choice)
- Written test (open answers)
- Criterion-based interview
- Portfolio
- Thesis/Final work
- Other (please specify)

26. Who are the assessors for the **final** assessment/evaluation?

- Trainers/Teachers/Professors of the Students/Participants
- Trainers/Teachers/Professors not related to the Students/Participants
- External specialists

Mixed team (please explain):

27. Who supervises the assessment/evaluation?

28. Who validates the assessment/evaluation?

29. What do you consider to be advantages / disadvantages for an international qualification?

30. Would your institution be prepared to participate in an international qualification / evaluation process?

Yes

No

Comments

31. What type of methods are used for **intermediate** assignments of the students/participants?

(for more details about the methods, check [HERE](#)).

- Self evaluation
- Peer evaluation
- Group evaluation
- Permanent evaluation of work and progress
- Evaluation and coaching interview
- Observation in a simulated environment
- Observation on site (workplace)
- Assignments
- Written test (multiple choice)
- Written test (open answers)
- Portfolio
- There is no official intermediate evaluation

Other (please specify)

32. Is the intermediate evaluation part of the final evaluation/grading?

- Yes
- No

33. Are you available for further telephone contact in case researchers would need some more details?

Yes

No

Thank you very much for your help. We will keep you informed about the progress of the project on talqproject.org