



# End-point assessment plan for Props Technician apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0174	3	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Props Technician apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Props Technician apprentices, their employers and training providers.

Full time apprentices will typically spend 18-24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting a typically 3 month(s), beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Observation

- Fail
- Pass

### **Assessment method 2:** Professional discussion underpinned by portfolio

- Fail
- Pass
- Distinction

### **Performance in the EPA will determine the overall apprenticeship standard and grade of:**

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 18-24 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End-point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics Level 2</li> <li>• A portfolio of evidence is collated by the apprentice to be used as reference during the professional discussion</li> </ul>
<b>End Point Assessment</b> (which would typically take 3 months)	Assessment Method 1: Observation With the following grades: <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> </ul> Assessment Method 2: Professional discussion underpinned by portfolio With the following grades: <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul>

## Length of end-point assessment period:

The EPA must be completed within an EPA period lasting typically 3 month(s), beginning when the apprentice has passed the EPA gateway.

If an EPA assessment method is failed, it should be resat/retaken within the EPA period and in-line with the requirements set out in this assessment plan.

## Order of assessment methods

The assessment methods can be delivered in either order.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

### For Observation:

- no specific requirements

For Professional discussion underpinned by portfolio, the apprentice will be required to submit:

- The portfolio may be submitted on-line or as a hard copy at the gateway before the EPA.
- The content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (AM2).
- There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM2. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be a minimum of 10 pieces of evidence.
- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, including photographic evidence and work products, such as work instructions, safety documentation, company policies and procedures as appropriate to the activities.
- Progress review documentation, witness testimonies, and feedback from work colleagues and/or clients could also be included.
- Reflective accounts and self-evaluations should not be included as evidence in the portfolio.
- The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.
- This must be in line with and adhere to the production's Non-Disclosure Agreement for cast and crew.

# Assessment methods

## Assessment Method 1: Observation (This Method has 1 component)

### Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for when the observation will take place, in consultation with the employer.

One assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

the occupation involves practical activity best assessed through observation; it would be difficult to replicate the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way.

### Delivery

The observation will take 4 hour(s). The observation may be split into discrete sections held over a maximum of 1 working day. The length of a working day is typically considered to be 7.5 hours.

The time is split as follows:

- 3.5 hrs for the observation
- 30 minutes allocated for supplementary questions

The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation:

The observation will test the apprentice's knowledge, skills and behaviours in responding to a Production Designer or Set Decorator's brief, responding to instructions and carrying out core tasks in the context of their role of Stage or Screen Props. The apprentice will undertake a props creation or set dressing task correctly including:

- researching and preparing props to be used on set/stage
- complying with health & safety requirements and
- demonstrating their understanding of the industry, in particular set etiquette and production roles.

The observation will be of naturally occurring real work i.e. the apprentice's normal workplace and typical day-to-day processes. They will carry out their tasks independently or as part of a team depending on the production they are working on and where it is appropriate to do so. This will provide the opportunity

for the apprentice to synoptically demonstrate core Knowledge, Skills and Behaviours as detailed in the KSB mapping section of this document.

If on the day of the observation, the naturally-occurring work does not provide the opportunities to show the full range of KSBs required, the supplementary questioning will be used to cover the remaining criteria, but these KSBs must be kept to a minimum.

The EPAO will produce an Observation Checklist and guidelines for Independent Assessors (IA's) to use to ensure consistency in assessment of candidates.

The EPAO will liaise with the employer to explain the context of the business to ensure the Independent Assessor assigned is competent to assess the apprentice in the context of their role in either Stage or Screen Props.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

The independent assessor must be unobtrusive on set/stage whilst conducting the observation and must observe naturally occurring, real work. The supplementary questioning will take place in a quiet space free from distractions.

The observation will be followed by questions from the Independent Assessor to gain greater clarity on rationale for choices, alternative outcomes, allow the apprentice to evidence any explain or describe descriptors and ask any questions related to the KSB's assigned to this method that were not demonstrated during the observation because the opportunity did not arise.

Questions must also give the apprentice the opportunity to evidence any relevant distinction criteria mapped to the observation which require description, explanation or evaluation or where the opportunity to demonstrate these did not naturally occur during the observation.

The answers to these questions will be recorded on a standard template in-line with end-point assessment organisation's requirements. The time for supplementary questions will be 30 minutes (+10% at the assessor's discretion to allow an apprentice to complete an answer).

Supplementary questions will be asked after the observation is complete. The independent assessor can ask a minimum of 6 questions; the time taken for questioning will come from the 30 minutes allocated for questioning. They may ask follow up questions where clarification is required and these do not form part of this question number count. The questions will be a combination of those provided by the EPAO and generated by the Independent Assessor.

The independent assessor will make all grading decisions.

### Other relevant information

There may be breaks during the observation to allow the apprentice to move from one set/stage/location/store to another as required.

### Support material

EPAOs will produce the following material to support this assessment method:

- Marking materials, observation checklist, question bank and assessment guidelines.

### Venue

The observation can take place in:

- employer's premises

Specific venue requirements that must be in place include:

The observation must take place at the apprentice's workplace.

## Question development

EPAOs will create open questions to assess the related underpinning knowledge, skills and behaviours of those being observed, although independent end-point assessors will need to tailor questions according to the apprentice being observed. The EPAO must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

## Assessment Method 2: Professional discussion underpinned by portfolio (This Method has 1 component.)

### Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on coverage of prior learning or activity.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

The rationale for this assessment method is:

this will allow some KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed and the assessment of a disparate set of KSBs.

### Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves, the split of questions will be dependant on the apprentices examples, however there will be a minimum of 10 questions used.

The professional discussion will be conducted as set out here:

The Professional Discussion will be a structured discussion between the apprentice and Independent Assessor. It will cover the apprentice's achievements, the standard of their work and their approach. The Portfolio of Evidence will be used to inform questioning during the interview.

The portfolio will typically contain a minimum of 10 pieces of evidence to be used for reference during the Professional Discussion. Typical items to be used as evidence could include: photographic evidence and work products, work instructions, safety documentation, company policies and procedures as appropriate to the activities.

The portfolio needs to be submitted to the EPAO at the Gateway. The EPAO will give the IA two weeks prior to the professional discussion, to allow the independent assessor to prepare questions; a copy should be retained by the apprentice and brought by them to the professional discussion.

It is used as a vehicle for the apprentice to bring to life their knowledge, skills and behaviours as required during questioning by the Independent Assessor. Questioning will be used to authenticate evidence, experience and competence.

There will be one introductory question for each duty heading, which the apprentice will then provide an example of, and may refer to their portfolio for, and the assessor can then follow on with additional questions per duty.

- The Independent Assessor will use a combination of standardised competency-based questions from an agreed set of questions developed by the EPAO and self generated questions;
- Questions will be reviewed annually and moderated by the EPAO;
- The EPAO will also provide a template to record Apprentice responses;
- A structured brief will be provided by the EPAO in the Assessment Tools, to be used by the independent assessor in the Professional Discussion. This will ensure that a consistent approach is taken and that all key areas are appropriately explored;
- The professional discussion will be conducted face-to-face, undertaking the discussion on-line e.g. Skype etc is acceptable if circumstances dictate this. If this method is used, the online platform must include a video link so that apprentice can see the assessor and assessor can see the apprentice. The identity of the apprentice must be checked and confirmed by the EPAO prior to commencement. The location or the platform must be sourced by the EPAO;
- The IA will confirm the grade to the EPAO on documentation provided.
- The independent assessor will make all grading decisions.

## Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

## Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:



- Documentation to gather evidence and decisions including grades awarded.

## **Weighting of Assessment Methods**

All Assessment Methods are weighted equally.

# Grading

## Assessment method 1: Observation

KSBs	Fail	Pass
K1 K3 S1 S4	Does not meet the pass criteria	<p><b>A Pass candidate will:</b></p> <p><b><i>Duty 1 Research and Prep</i></b></p> <p>Break down the script for dressing with props and standing by, to identify the key requirements;</p> <p>Read and understand dressing, shooting and rehearsal schedules;</p> <p>Prepare props according to the shooting and dressing schedule;</p> <p><b><i>Duty 3 Set Building and Dressing</i></b></p> <p>Execute the dressing and design brief;</p> <p>Work in accordance with the constraints of the set or location:</p> <p>Comply with the health and safety legislation and organisational procedures associated with the build;</p> <p>Work in accordance with their role in the team to dress the set or location to the design and dressing brief;</p> <p>Work in an effective, safe and timely manner to meet the dressing schedule;</p> <p>Correctly use selected tools and kit to complete the required task for set building or dressing;</p> <p>Display a strong work ethic and commitment in order to meet standards and etiquette required on set;</p> <p><b><i>Duty 5 Health &amp; Safety</i></b></p> <p>Select and use the appropriate tools and equipment either on set, on location or in workshops on productions.</p> <p><b><i>Duty 6 Industry Awareness</i></b></p> <p>Follow the correct reporting procedures in line with the hierarchy for the department and the production;</p> <p>Work within the hierarchy of the shooting unit and demonstrate they know who to approach and when;</p>
K6 K7 K8		
S8 S9 S10 S11		
B3		
S17		
K17 K18		



<p>K9 K10 K11 S12 S13 S14</p> <p>K12 K13 K14 S15 S16</p>		<p>Provide examples of working with the props team to create appropriate work and storage spaces;</p> <p>Provide examples of using suitable methods to adapt props to meet production requirements;</p> <p>Provide an example of repairing broken props on set following good working practices;</p> <p>Provide examples of how they build and maintain positive relationships with cast and crew and work effectively both individually and collaboratively as part of a props team;</p> <p>Give examples of how they have thought creatively to solve problems.</p> <p><b>Duty 4 Strike and Wrap</b></p> <p>Explain what is involved in striking a set;</p> <p>Give examples of different strike requirements and how they identified them;</p> <p>Describe how to work in a safe and responsible manner when striking sets;</p> <p>Explain how they worked effectively as part of a team to meet the requirements of the strike;</p> <p>Provide an example of following a striking brief outlined by Chargehands and Storeman;</p> <p>Explain how they adhere to current Health and Safety legislation and organisational policies when striking a set</p> <p><b>Duty 5 Health &amp; Safety</b></p> <p>Explain the relevant Health and safety legislation for:</p> <ul style="list-style-type: none"> <li>• working in workshops</li> </ul>	<p><b>Duty 5 Health &amp; Safety</b></p> <p>Describe a specialist Health and Safety requirement in detail, such as working safely at height</p> <p><b>Duty 6 Industry Awareness</b></p>
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<p>K15 K16 S18 S19 S21 B4</p>		<ul style="list-style-type: none"> <li>• working on set/stage</li> <li>• working on location</li> </ul> <p>Identify which working practices can cause harm and explain how to report risk to the appropriate personnel;</p> <p>Provide an example of identifying, mitigating and reporting any incidents or risk to the appropriate personnel</p> <p><b><i>Duty 6 Industry Awareness</i></b></p> <p>Describe the structure and culture of feature films, television drama and live performance productions;</p> <p>Give example/s of when they have met production deadlines, taking into account commercial pressures and organisational working practices;</p> <p>Describe how they have developed, maintained and used professional networks to benefit their work;</p> <p>Reflect on how own competence and knowledge in props areas has been developed, and how this can be maintained;</p> <p>Provide an example of working within budget and timescales to support the production;</p> <p>Explain how they recognise and comply with equality and diversity in the workplace.</p>	<p>Provide an example of proactively engaging with wider industry networks and contacts for development opportunities;</p>
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## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Apprentices will be awarded a pass, distinction or fail. The apprenticeship grade will be based on the outcomes of the two end-point assessment components:

1. Observation – Fail or Pass
2. Professional Discussion - Fail, Pass or Distinction

Both elements must be passed for the apprentice to achieve a pass overall.

To achieve a distinction grade, all pass criteria need to be achieved, prior to achieving all the distinction criteria in the table for Assessment method 2 Professional Discussion.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1: Observation	Assessment method 2: Professional Discussion	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm all EPA gateway requirements have been met</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> </ul>

	<ul style="list-style-type: none"> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• Plays no part in the EPA itself</li> </ul>



## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas: Independent assessors working for the EPAO will need to have worked either in the creative industries or in training Props teams, to ensure current and relevant sector knowledge and skills.
- appoint independent assessors who have the technical skills to design, develop, source, repair, manage and store Props on set, locations or in workshops. Typical roles undertaken by IA's could include Props Master, Set Dresser.
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last three years or significant experience of the occupation/sector.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events on an annual basis for independent assessors and when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time.
- ensure independent assessors attend standardisation events annually.

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

The timescales for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 1 month of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- using an employer's premises

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Observation

Knowledge
<b>K1</b> How to break a script down for dressing and standing by
<b>K3</b> How to read and understand dressing, shooting and rehearsal schedules
<b>K6</b> The dressing and design brief and how that will be executed
<b>K7</b> The working constraints of the set or location
<b>K8</b> The health and safety legislation and organisational procedures associated with each build
<b>K17</b> The hierarchy of the department and the production for correct reporting procedures
<b>K18</b> The hierarchy of the shooting unit and who to approach and when

Skills
<b>S1</b> Effectively break down a script for both dressing with props and standing by
<b>S4</b> Prepare props according to the shooting and dressing schedule
<b>S8</b> Work with a team to dress the set or location to the design and dressing brief
<b>S9</b> Work in accordance with the constraints of the set or location
<b>S10</b> Work in an effective, safe and timely manner to meet the dressing schedule
<b>S11</b> Use selected tools and kit to complete the required task for set building or dressing
<b>S17</b> Select the appropriate tools and equipment and use these safely on set, on location and in workshops on productions
<b>S20</b> Communicate clearly and concisely using discretion when required

Behaviours
<b>B3</b> Strong work ethic and commitment in order to meet standards and etiquette required on set

## Assessment method 2: Professional discussion underpinned by portfolio

Knowledge
<b>K2</b> How to research and identify specific periods in time for design purposes
<b>K4</b> How to assist in the creation of a props store and props room, what is required and how props should be stored
<b>K5</b> How to receive props to set and understand the protocols for cataloguing and archiving information
<b>K9</b> What is involved in striking a set
<b>K10</b> Identify the strike requirements
<b>K11</b> How to work in a safe and responsible manner when striking sets
<b>K12</b> Health and safety legislation for working in workshops, on set and on location
<b>K13</b> How to identify which working practices can cause harm
<b>K14</b> How to report risk to the appropriate personnel
<b>K15</b> The structure and culture of feature films, television drama and live performance productions
<b>K16</b> Commercial pressures, production deadlines, and organisational working practices

Skills
<b>S2</b> Cost and source props or materials required for the production
<b>S3</b> Select appropriate props for period designs
<b>S5</b> Work with the props team to create appropriate work and storage spaces
<b>S6</b> Use suitable methods to adapt props to meet production requirements
<b>S7</b> Repair any broken props on set using the correct adhesives and good working practices
<b>S12</b> Work effectively as part of a team to meet the requirements of the strike
<b>S13</b> Follow the brief outlined by Chargehands and Storeman
<b>S14</b> Adhere to current Health and Safety legislation and organisational policies when striking a set
<b>S15</b> Apply health and safety knowledge practices to minimise the risk to cast and crew
<b>S16</b> Identify, mitigate and report any incidents or risk to the appropriate personnel
<b>S18</b> Develop, maintain and use professional networks
<b>S19</b> Develop and maintain own competence and knowledge in props areas
<b>S21</b> Work within budget and timescales to support the production

<b>Behaviours</b>
<b>B1</b> An ability to work effectively both individually and collaboratively as part of a props team
<b>B2</b> The ability to build and maintain positive relationships with cast and crew
<b>B4</b> Recognition and compliance with equality and diversity in the workplace
<b>B5</b> The ability to think creatively to solve problems