

<b>Training Package</b>	Entertainment (CUE03)	<b>HSC Requirements and Advice</b>
<b>Unit code</b>	<b>Unit title</b>	<b>HSC Indicative Hours</b>
<b>CUEAUD06B</b>	<b>Apply a general knowledge of vision systems to work activities</b>	<b>10</b>

<b>Unit descriptor</b>	This unit describes the skills and knowledge required to provide assistance to audiovisual technicians. As such it requires an introductory knowledge of the main types of vision systems and the procedures for tasks such as cabling and positioning of equipment. Trainees or junior staff members undertake this role under the supervision of technicians. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
<b>Employability skills</b>	This unit contains employability skills.
<b>Prerequisite units</b>	This unit has linkages to a range of other units and combined assessment and/or training may be appropriate, eg: <ul style="list-style-type: none"> <li>• CUETGE15B Handle physical elements safely during bump in/bump out.</li> </ul>

<b>Evidence Guide</b>		
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.		
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<b>Context of and specific resources for assessment</b>	<b>Method of assessment</b>
<p>The following evidence is <u>critical</u> to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• ability to complete a range of simple vision system tasks safely and in accordance with instructions</li> <li>• introductory knowledge of the major types of vision systems, including key features and safety issues.</li> </ul>	<p>The assessment context <u>must</u> provide for:</p> <ul style="list-style-type: none"> <li>• practical demonstration of skills through the completion of a range of preparatory and set up tasks with industry-current vision systems equipment</li> <li>• project or work activities that allow knowledge to be applied to specific live production contexts and situations</li> <li>• completion of tasks within workplace-realistic time constraints.</li> </ul>	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• direct observation of the candidate working with equipment and completing tasks</li> <li>• inspection of equipment set up by the candidate</li> <li>• oral questioning/interviewing to assess knowledge of equipment and procedures</li> <li>• review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul> <p>Assessment methods should closely reflect workplace demands and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such</p>

		<b>Method of assessment cont/d</b>
		<p>as speakers of languages other than English, remote communities and those with interrupted schooling).</p> <p>Assessment of this unit <u>requires</u> access to:</p> <ul style="list-style-type: none"> <li>• current and operational vision systems as specified in the Range Statement</li> <li>• vision system plans or instructions.</li> </ul>

<b>Required Skills and Knowledge</b>		<b>HSC Requirements and Advice</b>
This section describes the skills and knowledge <u>required</u> for this unit.		
<p><b>Required skills</b></p> <ul style="list-style-type: none"> <li>• patching and operating commonly used signal processors</li> <li>• the meaning and use of electrical measurements, including voltage, current resistance, power insulation and circuit continuity, having regard to magnitude, AC or DC, circuit state (energised or de-energised)</li> <li>• literacy skills sufficient to extract key information from installation</li> <li>• numeracy skills sufficient to count, sort and position equipment.</li> </ul>	<p><b>Required knowledge</b></p> <ul style="list-style-type: none"> <li>• the general scope and potential of vision system operations within different contexts</li> <li>• the relationship between vision system operations and other technical and performance areas, including sound, lighting and performance</li> <li>• the key features, purpose and basic operating procedures of major types of AV equipment, including projectors (slide, video and data)</li> <li>• different types of cable and their usage in different situations and for different types of equipment</li> <li>• common formats of vision system plans and how these relate to practical work tasks</li> <li>• legal and safety issues with regard to vision system operations as they affect individual workers</li> <li>• common terminology used in relation to audiovisual operations</li> <li>• general knowledge of power, including recognition of different power outlets and safe use of power extension leads.</li> </ul>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• audiovisual technician</li> <li>• cables</li> <li>• common problems and solutions</li> <li>• electrical measurements</li> <li>• features, purpose and basic operating procedures for vision system equipment</li> <li>• legal issues</li> <li>• power</li> <li>• production plans</li> <li>• rigging and positioning points</li> <li>• safe work practices</li> <li>• safety issues</li> <li>• set-up sequence/procedures</li> <li>• system checks</li> <li>• vision system plans/instructions</li> <li>• vision systems.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Make preparations for simple vision system activities.	1.1 Extract key information from installation/ set up plans and confirm requirements with supervisor.	<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <b><i>Bold italicised</i></b> wording, if used in the performance criteria, is detailed below.</p> <p>Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of the range of environments where vision systems may be utilised including:</p> <ul style="list-style-type: none"> <li>• live theatre</li> <li>• meeting and conference facilities</li> <li>• outdoor venues</li> <li>• events</li> <li>• shopping centres</li> <li>• hotels</li> <li>• clubs</li> <li>• attractions</li> <li>• theme parks</li> <li>• showgrounds</li> <li>• sporting events.</li> </ul> <p>An understanding of production plans in relation to vision system work activities including:</p> <ul style="list-style-type: none"> <li>• technical notes</li> <li>• vision system plan</li> <li>• stage plan</li> <li>• hanging plot</li> <li>• sound/audio/lighting plans</li> <li>• production schedule</li> <li>• call sheets</li> <li>• prompt copy.</li> </ul> <p>Common formats of vision system plans and how they relate to practical work tasks.</p> <p>Knowledge of the ‘legend’ (common terms and symbols) used in installation/set up plans.</p> <p>Knowledge of the relationship between vision system operations and other technical and creative areas including:</p> <ul style="list-style-type: none"> <li>• sound</li> <li>• staging</li> <li>• lighting</li> <li>• performers</li> <li>• set.</li> </ul>

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	1.2 Identify appropriate rigging/positioning points for <i>vision systems</i> .	<p><i>Vision system</i> activities within this unit <u>must</u> include:</p> <ul style="list-style-type: none"> <li>• cabling of equipment, including making cables using connectors and crimping tools</li> <li>• positioning of equipment</li> <li>• testing the basic operation of equipment.</li> </ul>	<p>Understanding of the role and responsibilities of the audiovisual technician (supervisor).</p> <p><b>Learning experiences for the HSC must address:</b></p> <p>A general knowledge of the process of bump in.</p> <p>An awareness of occupational health and safety (OHS) issues associated with rigging.</p> <p>Importance of effective and safe positioning of vision system equipment.</p>
	1.3 Correctly identify cables used to connect components.		<p><b>Learning experiences for the HSC must address:</b></p> <p>General knowledge of power including:</p> <ul style="list-style-type: none"> <li>• recognition of different power outlets</li> <li>• safe use of power extension leads.</li> </ul> <p>Meaning and use of electrical measurements:</p> <ul style="list-style-type: none"> <li>• voltage</li> <li>• wattage</li> <li>• current resistance</li> <li>• AC and DC</li> <li>• circuit state               <ul style="list-style-type: none"> <li>- energised</li> <li>- de-energised.</li> </ul> </li> </ul> <p>Knowledge of:</p> <ul style="list-style-type: none"> <li>• different types of cables</li> <li>• their usage               <ul style="list-style-type: none"> <li>- in different situations</li> <li>- with different types of equipment</li> </ul> </li> <li>• safe work practices               <ul style="list-style-type: none"> <li>- how to run safely and neatly</li> <li>- where to store excess.</li> </ul> </li> </ul> <p>Points to consider when selecting cables:</p> <ul style="list-style-type: none"> <li>• gauge</li> <li>• length</li> <li>• plugs</li> <li>• impedance.</li> </ul>

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	1.4 Correctly identify and sort <i>equipment</i> in preparation for set up.	<p><i>Equipment</i> may include:</p> <ul style="list-style-type: none"> <li>• 35mm and 16mm projectors</li> <li>• audio equipment, including:               <ul style="list-style-type: none"> <li>- amp racks</li> <li>- amplifiers</li> <li>- cables</li> <li>- compact disc players</li> <li>- connectors</li> <li>- effects and mixing desks</li> <li>- equalisers</li> <li>- feedback monitors</li> <li>- microphones</li> <li>- speakers</li> <li>- tape recorders</li> </ul> </li> <li>• cables and wireless microphones</li> <li>• computer-operated equipment</li> <li>• digital and still cameras</li> <li>• lighting equipment</li> <li>• portable LCD and DLP projectors</li> <li>• screens</li> <li>• video players and monitors.</li> </ul>	<p>Knowledge of different types of connectors.</p> <p><b>Learning experiences for the HSC must address:</b></p> <p>Key features, purpose and basic operating procedures of a range of equipment including:</p> <ul style="list-style-type: none"> <li>• projector</li> <li>• DVD player</li> <li>• monitors</li> <li>• computer-operated equipment</li> <li>• audio equipment</li> <li>• lighting equipment</li> <li>• digital and still camera</li> <li>• screens.</li> </ul> <p>Knowledge of patching and operating of commonly used signal processors.</p> <p>Knowledge of the interrelationship between vision equipment and:</p> <ul style="list-style-type: none"> <li>• lighting equipment</li> <li>• audio equipment.</li> </ul>
2 Complete tasks using vision systems.	2.1 Place equipment in the correct position according to supervisor's instructions and within licensing restrictions.		<p><b>Learning experiences for the HSC must address:</b></p> <p>A basic awareness of legal issues with regard to vision system operations as they affect individual workers.</p> <p>Importance of following supervisor's instructions to complete a task.</p>
	2.2 Complete cabling of equipment according to supervisor's instructions and safety requirements.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Safety issues with regard to vision system operations as they affect individual workers.</p> <p>Safe work practices for:</p> <ul style="list-style-type: none"> <li>• connection, disconnection and positioning of cables</li> <li>• connection and positioning of               <ul style="list-style-type: none"> <li>- microphones</li> </ul> </li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>- speakers</li> <li>- screen</li> <li>- projector</li> <li>• use of multicore and power feeds.</li> </ul>
	2.3 Finalise set-up tasks according to supervisor's instructions and safety requirements, and test operation.		
	2.4 Identify any <i>problems with equipment</i> promptly, take action within scope of individual responsibility or report to supervising technician.	<p><i>Problems with equipment</i> would be quite simple in nature and may include:</p> <ul style="list-style-type: none"> <li>• difficulties with positioning</li> <li>• discrepancies within plans</li> <li>• incorrect number of equipment pieces</li> <li>• insufficient or wrong cabling</li> <li>• not receiving signal from input devices to display/output devices</li> <li>• problems with power source.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Importance of:</p> <ul style="list-style-type: none"> <li>• system checks prior to the start of the event/performance</li> <li>• regular maintenance of all equipment.</li> </ul> <p>Practical solutions to problems with equipment prior to the event/performance including:</p> <ul style="list-style-type: none"> <li>• insufficient and/or wrong cabling</li> <li>• problems with power source</li> <li>• incorrect number of equipment pieces</li> <li>• difficulties with positioning</li> <li>• discrepancies within plans</li> <li>• not receiving signal from input devices to display/output devices.</li> </ul>
	2.5 Communicate appropriately with technicians, performers or customers during the completion of tasks.		