

<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>CUESOU09B</b>	<b>Manage and compile audio replay material</b>	<b>20</b>

<b>Unit descriptor</b>	This unit describes the skills and knowledge required to compile sound effects and replay material from diverse sources and to replay those effects on cue in a live performance situation. 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>	It is strongly recommended that this unit be assessed with or after the following unit: <ul style="list-style-type: none"> <li>• CUESOU07B Apply a general knowledge of audio to work activities.</li> </ul> This unit has linkages to a range of other audio units, and combined assessment and/or training with those units may be appropriate.

### Evidence Guide

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 correctly use equipment to record and edit source materials for use as audio effects in a live production</li> <li>• knowledge of recording and replay devices.</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 recording and editing of sound effects for use in a live production</li> <li>• use of industry-current equipment.</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>• evaluation of audio materials compiled/edited by the candidate</li> <li>• oral or written questioning to assess knowledge of equipment and techniques</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 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>• source materials</li> <li>• recording and replay devices.</li> </ul>

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- literacy skills sufficient to interpret cue documentation and source materials.

### Required knowledge

- optimum recording levels for a range of devices
- operating techniques for different recording devices, both digital and analogue
- operating techniques for a range of audio equipment to complete a signal chain
- safety issues associated with recording material
- copyright, moral rights and intellectual property issues and legislation that impacts on the recording and replay of material
- techniques for creation and adaptation of cue sheets.

Element	Performance Criteria	Range Statement
1 Assess source materials.	1.1 Liaise with relevant colleagues to determine production needs for <i>replay</i> materials.	<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><i>Replay</i></b> requirements may include:</p> <ul style="list-style-type: none"> <li>• multi-tracking</li> <li>• music</li> <li>• sound effects</li> <li>• voice-overs.</li> </ul>
	1.2 Identify sources of materials and ascertain availability.	
	1.3 Prepare an accurate record of material noting source, content and duration required.	
	1.4 Establish any copyright restrictions on <i>source materials</i> and seek clearance for use as required.	<p><b><i>Source materials</i></b> may include:</p> <ul style="list-style-type: none"> <li>• cassette</li> <li>• CD</li> <li>• live effects</li> <li>• musical instruments</li> <li>• radio and TV broadcasts</li> <li>• voice.</li> </ul>
2 Assemble source materials.	2.1 Collect and collate pre-recorded materials and check correct versions and duration.	
	2.2 Liaise with relevant colleagues to determine the most appropriate <i>replay mechanism</i> or platform.	<p><b><i>Replay mechanisms</i></b> or platforms may include:</p> <ul style="list-style-type: none"> <li>• cassette decks</li> <li>• CD player</li> <li>• DAT machine</li> <li>• hard disk recorder</li> <li>• mini disk player</li> <li>• PC</li> <li>• reel-to-reel machines.</li> </ul>

Element	Performance Criteria	Range Statement
	2.3 Ascertain hardware and software availability for duplication and recording.	
3 Duplicate and record materials.	3.1 Correctly record voice using a range of devices.	
	3.2 Correctly prepare an Edit Decision List (EDL).	
	3.3 Use appropriate techniques and equipment to record sources at different source levels.	
	3.4 Use correct techniques and equipment to complete editing of tracks or cues.	
	3.5 Make back-up materials using equipment correctly.	
4 Test and play materials on cue.	4.1 Check final source material against show log.	
	4.2 Correctly prepare replay equipment, sound levels and back-up hardware.	
	4.3 Confirm cues with appropriate colleagues.	
	4.4 Play materials on cue.	