

B O A R D O F S T U D I E S
NEW SOUTH WALES

Stage 6 Syllabus

ENTERTAINMENT INDUSTRY

Curriculum Framework

Part B

Units of Competency and HSC Requirements

for implementation from 2010

Entertainment Industry (120 indicative hours)

Entertainment Industry (240 indicative hours)

2009

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Published by Board of Studies NSW

GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: www.boardofstudies.nsw.edu.au

May 2009

ISBN 978 174147 9973

2009102

Acknowledgement

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The Entertainment Industry Curriculum Framework

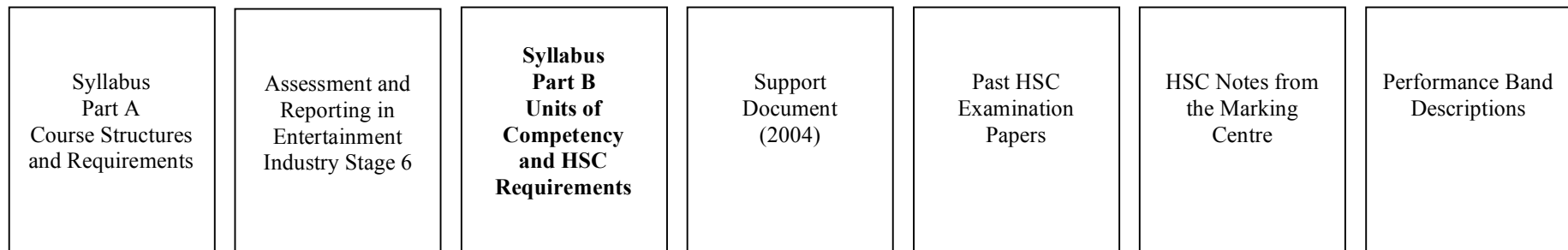
The Entertainment Industry Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in entertainment under the Australian Qualifications Framework. The Framework is based on the national Entertainment (CUE03) and Music (CUS01) Training Packages.

This Industry Curriculum Framework incorporates all Higher School Certificate Entertainment Industry VET courses including:

- courses delivered by schools
- courses delivered by TAFE colleges
- courses delivered by other Registered Training Organisations on behalf of schools or TAFE colleges.

This document, Part B of the *Entertainment Industry Curriculum Framework Stage 6 Syllabus*, contains the text of the units of competency from the Entertainment (CUE03) and Music (CUS01) Training Packages. Each examinable unit of competency is accompanied by HSC requirements and advice. The HSC requirements and advice column indicates the depth of study required for purposes of the HSC. The terms, concepts and content contained in this column must be included in programming and delivery for the HSC.

Entertainment Industry Curriculum Framework Stage 6 Syllabus Documentation



Entertainment Industry Curriculum Framework – units of competency contained in Part B

This document contains the following units of competency together with HSC requirements and advice for each examinable unit. The HSC requirements and advice column indicates the depth of study required for purposes of the HSC. The terms, concepts and content contained in this column must be included in programming and delivery for the HSC.

Unit code	Unit title	HSC indicative hours of credit	Page numbers
BSBCMM201A	Communicate in the workplace	15	9 – 17
BSBOHS201A	Participate in OHS processes	15	18 – 29
CUEAUD06B	Apply a general knowledge of vision systems to work activities	10	30 – 36
CUECOR01C	Manage own work and learning	5	37 – 42
CUECOR02C	Work with others	15	43 – 50
CUECOR03B	Provide quality service to customers	15	51 – 60
CUECOR04B	Deal with conflict and resolve complaints	10	61 – 69
CUEIND01C	Source and apply entertainment industry knowledge	25	70 – 77
CUESOU07B	Apply a general knowledge of audio to work activities	10	78 – 84
CUESTA05C	Apply a general knowledge of staging to work activities	10	85 – 91
CUFLGT101A	Apply a general knowledge of lighting to work activities	10	92 – 101

The following units of competency are available for download from the Entertainment Industry Curriculum Framework Part B of the Syllabus on the Board's website (www.boardofstudies.nsw.edu.au):

Unit code	Unit title	HSC indicative hours of credit	Page numbers
CUESOU09B	Manage and compile audio replay material	20	102 – 105
CUECOS02C	Apply art finishing	20	106 – 110
CUECOS09B	Develop and apply knowledge of costume	25	111 – 114
CUECOS303A	Modify, repair and maintain costumes	20	115 – 120
HLTFA301B	Apply first aid	20	121 – 128
CUEFOH03C	Provide seating and ticketing advice	15	129 – 133
CUEFOH04C	Usher patrons	10	134 – 137
CUEFOH007B	Process financial transactions	15	138 – 141
CUEFOH09B	Provide venue information and assistance	10	142 – 146

Unit code	Unit title	HSC indicative hours of credit	Page numbers
CUEFOH010B	Monitor entry to a venue	15	147 – 150
SIRXSL001A	Sell products and services	15	151 – 155
BSBDIV301A	Work effectively with diversity	15	156 – 159
CUFLGT302A	Record and operate standard lighting cues	30	160 – 166
CUFLFT303A	Install and operate follow spots	20	167 – 172
CUFMUP401A	Design, apply and remove make-up	35	173 – 181
CUEMAR01C	Assist with marketing	15	182 – 185
CUEPRP02B	Research, obtain and prepare props	15	186 – 189
CUEPRP03B	Apply a general knowledge of props construction	10	190 – 193
CUEPRP05B	Make prop furniture	30	194 – 197
CUEPRP07B	Make props using mixed media	30	198 – 203
CUFPRP201A	Repair, maintain and alter props	20	204 – 210
CUESCE05B	Apply a general knowledge of scenic art	15	211 – 214
CUESCE06B	Use scenic art painting techniques	25	215 – 218
CUFSC202A	Repair, maintain and alter scenic art	25	219 – 225
CUESET05C	Apply set construction techniques	30	226 – 229
CUESET302A	Make sets	30	230 – 236
CUESTA02C	Operate staging elements	25	237 – 240
CUETGE05C	Maintain physical production elements	20	241 – 244
CUETGE15B	Handle physical elements safely during bump in/bump out	30	245 – 248
MEM05001B	Perform manual soldering/desoldering – electrical/electronic components	20	249 – 253
MEM18001C	Use hand tools	20	254 – 256
MEM18002B	Use power tools/hand held operations	20	257 – 259
CUSBGE01A	Develop and update music industry knowledge	20	260 – 263
CUSGEN01A	Use and adapt to changes in technology	10	264 – 267
CUSSOU01A	Move and set up instruments and equipment	10	268 – 271
CUSSOU04A	Record sound	20	272 – 276

The following **Key to Units** explains the purpose of each part of the layout of the units.

Key to Units

Indicates the Training Package to which the unit of competency belongs.

Training Package	Entertainment (CUE03)		Hours recognised for HSC credit.	HSC Requirements and Advice
Unit code	Unit title		HSC Indicative Hours	
CUEIND01C	Source and apply entertainment industry knowledge		25	
Unit descriptor	This unit describes the skills and knowledge required to source, apply and update a general knowledge of the live entertainment industry including industry structure and operation, employment obligations and the impact of new technology. This knowledge underpins performance in the entertainment industry. In-depth knowledge is not required. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.			The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses.
Employability skills	This unit contains employability skills.			
Prerequisite units	This unit underpins effective performance in all industry work roles and could be assessed or used in training in conjunction with other operational and technical units.			
Evidence Guide				
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge for the Training Package.				
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Context of and specific resources for assessment	Method of assessment		
The following evidence is <u>critical</u> to the judgement of competence in this unit: <ul style="list-style-type: none">• general industry information• specific industry information to specific contexts and work situations.	The assessment context <u>must</u> provide for: <ul style="list-style-type: none">• project or work activities that allow the candidate to access general industry information to specific contexts and work situations.	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: <ul style="list-style-type: none">• case studies to assess application of knowledge of different situations• direct observation to assess knowledge of different industry contexts• evidence or third party workplace performance by the candidate.• assessment methods that closely reflect workplace demands of diverse groups (eg people with disabilities, literacy or numeracy difficulties such as speakers of languages other than English, remote		
Employability Skills are essential features of each of the qualifications available in the Framework and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.	The evidence guide is critical in assessment as it provides information to the RTO and assessor about how the unit of competency may be demonstrated. Guidelines include critical aspects for assessment and evidence required, context of and specific resources for assessment and methods of assessment.			
Any unit(s) of competency that underpins others are listed as prerequisites. They must be achieved prior to undertaking the unit.				

Required Skills and Knowledge		HSC Requirements and Advice
<p>This section describes the skills and knowledge <u>required</u> for this unit.</p>		
<p>Required skills</p> <ul style="list-style-type: none"> • research and literacy skills sufficient to analyse and interpret information from industry association promotional materials • personal organisational skills to keep up-to-date with industry developments • using technology to source information. 	<p>Required knowledge</p> <ul style="list-style-type: none"> • different sectors of the entertainment industry and their interrelationships • key work areas within the industry, how they interrelate, and key roles and responsibilities • broad knowledge of key entertainment industry terminology • issues of etiquette and ethics as they apply to key work areas within the industry • nature, role and functions of unions and employer associations including rights and responsibilities of employers and employees 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • awards • basic research skills • career opportunities and pathways • communication channels
<p>This section describes the skills and knowledge required for the unit.</p> <p>Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.</p> <p>Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.</p>		<p>Key terms and concepts to be addressed when undertaking this unit of competency for the purposes of the HSC.</p> <ul style="list-style-type: none"> • enterprise/organisation protocols/policies • entertainment industry • industrial relations issues • industry associations • industry bodies • industry structure • new/emerging technologies • personal attributes • roles and responsibilities • sectors • sources of information • union • upgrading skills • work ethics • working conditions • workplace relations.

Indicates the industry curriculum framework to which the unit of competency belongs.

Date of release for the HSC.



Element	Performance Criteria	Range Statement	HSC Requirements and Advice
<p>1 Source and apply information on the structure and operation of the entertainment industry.</p>	<p>1.1 Correctly identify and access sources of information on the entertainment industry, including information relating to:</p> <ul style="list-style-type: none"> • industry structure, different sectors and the products and services available • major industry bodies • relationship between entertainment and other industries • economic and social significance of the industry. 	<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. Bold italicised 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> <ul style="list-style-type: none"> • concerts • corporate theatre and communication • drama • festivals. <p>Other industries with which the entertainment industry has relationship may include:</p> <ul style="list-style-type: none"> • fashion • film, TV and radio • music • retail • sport • tourism • visual arts, craft and design. 	<p>Learning experiences for the HSC must address:</p> <p>Sectors of the entertainment industry including:</p> <ul style="list-style-type: none"> • drama • ballet • concerts • festivals • corporate theatre and communication • events <ul style="list-style-type: none"> - sporting - cultural - charitable - public celebrations. <p>Knowledge of industry sectors including:</p> <ul style="list-style-type: none"> • the role and services offered by each sector • examples of businesses in each sector • interrelationship between sectors. <p>An awareness of the interrelationship between the entertainment industry and other related industries including:</p> <ul style="list-style-type: none"> • film, TV and radio • music • fashion • sport • tourism • retail • visual arts <p>The relevant industry bodies:</p> <ul style="list-style-type: none"> • NSW Ministry for the Arts • Media, Entertainment and Arts Alliance (MEAA) • Australian Entertainment Industry Association (AEIA) • National/State ITAB/Skills Council • Australian Network for Art and Technology (ANAT) • Australasian Performing Right Association (APRA)

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment.

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. Critical terms or phrases may be written in bold italics and then explained in the range statement.

Indicates the depth of study required for purposes of the HSC for corresponding performance criteria.