

### **3 Teaching Programs**

#### **3.1 An Integrated Approach to Programming – Using a Theme**

An integrated approach to programming using a theme or other focus can provide a holistic approach to teaching and assessing a number of units of competency.

Units which relate to a particular aspect of the entertainment industry, could be grouped together, for example:

- working in the industry
- technical skills.

Programs could be developed using a theme related to the entertainment industry, such as:

- lighting
- staging
- costume
- make-up
- customer service.

**Sample Program 1 Working in the industry**

**Rationale:** This theme is intended to provide students with the knowledge and skills to work in the industry individually and with others, communicate in the workplace, provide customer service and contribute to a positive work environment.

**Units of competency:** CUECOR02B Work with others CUECOR04A Deal with conflict and resolve complaints  
 CUSGEN02B Work in a culturally diverse environment CUECOR03A Provide quality service to customers  
 BSBCMN203A Communicate in the workplace

**Key terms and concepts:**

Work with others	Work in a culturally diverse environment	Communicate in the workplace	Deal with conflict and resolve complaints	Provide quality service to customers
<ul style="list-style-type: none"> <li>• communication techniques</li> <li>• conflict resolution</li> <li>• constraints</li> <li>• deadlines</li> <li>• delegation</li> <li>• diversity</li> <li>• empathy</li> <li>• groups and teams</li> <li>• linguistic and cultural differences</li> <li>• occupational health and safety (OHS)</li> <li>• prioritisation</li> <li>• records</li> <li>• resources</li> <li>• role definitions</li> <li>• task management</li> <li>• team work and team building</li> <li>• time management</li> <li>• work ethic</li> <li>• work management tools</li> <li>• work requirements</li> <li>• workload</li> <li>• workplace conduct</li> <li>• workplace policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• anti-discrimination</li> <li>• <i>Anti-discrimination Act 1977</i> (NSW)</li> <li>• barriers to communication</li> <li>• beliefs</li> <li>• conflict resolution techniques</li> <li>• cross-cultural communication</li> <li>• cultural awareness</li> <li>• cultural group</li> <li>• cultural diversity</li> <li>• cultural values, traditions, customs/mores and protocols</li> <li>• empathy</li> <li>• equal employment opportunity (EEO)</li> <li>• <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth)</li> <li>• tolerance</li> <li>• visual symbols and signs</li> <li>• workplace diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• access and validate sources of information</li> <li>• active listening</li> <li>• business documents</li> <li>• communication method/equipment</li> <li>• communication procedures, systems and technology</li> <li>• communication process</li> <li>• communication skills</li> <li>• correspondence</li> <li>• designated timelines</li> <li>• disseminating information</li> <li>• information sources</li> <li>• mail preparation procedures</li> <li>• nonverbal communication</li> <li>• organisational requirements</li> <li>• process documents</li> <li>• proofreading</li> <li>• questioning techniques</li> <li>• style guide</li> <li>• telephone etiquette</li> <li>• types of communication</li> <li>• verbal/oral communication</li> <li>• written communication.</li> </ul>	<ul style="list-style-type: none"> <li>• active listening</li> <li>• appropriate personnel</li> <li>• collaborative decision-making</li> <li>• common causes of complaints and conflict</li> <li>• communication skills</li> <li>• conflict</li> <li>• conflict resolution techniques</li> <li>• conflict situation</li> <li>• cultural sensitivity</li> <li>• customer complaints</li> <li>• documentation</li> <li>• feedback</li> <li>• follow-up</li> <li>• individual responsibility</li> <li>• level of authority</li> <li>• negotiation</li> <li>• enterprise/organisational constraints</li> <li>• problem-solving</li> <li>• questioning techniques</li> <li>• win-win.</li> </ul>	<ul style="list-style-type: none"> <li>• active listening</li> <li>• colleague</li> <li>• communication process</li> <li>• complaint handling</li> <li>• conflict resolution techniques</li> <li>• customer</li> <li>• customer service skills and practices</li> <li>• effective communication techniques</li> <li>• interpersonal skills</li> <li>• needs, preferences and expectations</li> <li>• personal presentation</li> <li>• product</li> <li>• quality service</li> <li>• questioning techniques</li> <li>• service</li> <li>• special needs</li> <li>• types of communication</li> <li>• work ethic.</li> </ul>

**Assessment:**

Unit/Element of competency	Possible assessment strategy
<p><b>CUSGEN02B Work in a culturally diverse environment</b></p> <ol style="list-style-type: none"> <li>1 Communicate with individuals from diverse backgrounds</li> <li>2 Deal with cross cultural misunderstandings</li> </ol>	<p><b>Task 1</b> <i>Cultural diversity</i></p> <p>Students are to research a culture (different to their own) and compile a profile of the culture including:</p> <ul style="list-style-type: none"> <li>• traditions, customs, beliefs and values</li> <li>• demographic representation in Australia</li> <li>• methods of communicating with individuals from this background</li> <li>• potential cross-cultural misunderstandings and cultural issues that may arise in the workplace.</li> </ul> <p>Students are to present the results of their research to the class using a PowerPoint presentation.</p>
<p><b>CUECOR03A Provide quality service to customers</b></p> <ol style="list-style-type: none"> <li>1 Communicate with the customer</li> <li>3 Provide service to customers</li> <li>4 Respond to customer complaints</li> </ol>	<p><b>Task 2</b> <i>Customer service task</i></p> <p>Students will be members of the front of house team for an upcoming event (school production) and will be responsible for providing customer service to patrons as required.</p> <p>Students must demonstrate their ability to:</p> <ul style="list-style-type: none"> <li>• effectively communicate with customers (including appropriate questioning and active listening)</li> <li>• identify the needs of customers (including those with special needs) and meet reasonable requests</li> <li>• provide accurate and timely advice to customers</li> <li>• handle customer complaints.</li> </ul> <p>Students will be required to submit a reflection/personal evaluation of their performance after the event.</p>
<p><b>CUECOR04A Deal with conflict and resolve complaints</b></p> <ol style="list-style-type: none"> <li>1 Identify conflict situations</li> <li>2 Resolve conflict situations</li> <li>3 Resolve escalated complaints</li> </ol>	<p><b>Task 3</b> <i>Conflict resolution case study</i></p> <p>Students will be provided with a scenario of a conflict situation common to the entertainment industry. They will be required to analyse this case study and report on the following:</p> <ul style="list-style-type: none"> <li>• cause of the conflict</li> <li>• outline of conflict resolution techniques appropriate to the situation</li> <li>• possible solution (including detailed outline of how the solution may be achieved)</li> <li>• discussion of how communication could contribute to the escalation and/or resolution of the situation</li> <li>• to whom the conflict should be reported and the means for reporting and/or recording it.</li> </ul>

Unit/Element of competency	Possible assessment strategy
<p><b>BSBCMN203A Communicate in the workplace</b></p> <ol style="list-style-type: none"> <li>1 Gather, convey and receive information and ideas</li> <li>2 Draft routine correspondence</li> </ol> <p><b>CUECOR02B Work with others</b></p> <ol style="list-style-type: none"> <li>1 Participate in the work group process</li> <li>2 Contribute to the flow of information and ideas</li> <li>3 Deal effectively with issues, problems and conflicts</li> </ol>	<p><b>Task 3 Entertainment newsletter</b></p> <p>Students will work in teams to produce an entertainment newsletter.</p> <p>Each student will be assessed on their ability to work and contribute to the team, manage team and personal workloads and use effective communication techniques.</p> <p>Production teams will be expected to undertake the following tasks:</p> <ul style="list-style-type: none"> <li>• identify and allocate team roles and individual responsibilities</li> <li>• identify the target audience for the newsletter</li> <li>• identify intended content of the newsletter and sources of information to be accessed</li> <li>• hold formal meetings to share information and manage the project (all team members are expected to actively participate in meetings)</li> <li>• produce a production schedule, to be reviewed and amended as necessary</li> <li>• plan the newsletter, including:             <ul style="list-style-type: none"> <li>- possible formats</li> <li>- layout</li> <li>- production using appropriate technology</li> <li>- editing and proofreading</li> </ul> </li> </ul> <p>Each team member is to keep a personal reflective journal for self-assessment including:</p> <ul style="list-style-type: none"> <li>• communication within the team (including barriers experienced, reflection on the effectiveness of different modes of communication)</li> <li>• conflict and conflict resolution</li> <li>• management of the project</li> <li>• quality of the newsletter.</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>BSBCMN203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b></p> <p>1.1 Information to achieve work responsibilities is collected from appropriate sources</p> <p>1.2 The method(s)/equipment used to communicate ideas and information is appropriate to the audience.</p> <p>1.3 Effective listening and speaking skills are used in oral communication</p> <p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>1 Communicate with the customer</b></p> <p>1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.</p> <p>1.2 Use language and tone appropriate to a given situation in both written and spoken communication</p> <p>1.3 Use appropriate nonverbal communication in all situations.</p> <p>1.4 Observe and take into consideration nonverbal communication of colleagues and customers.</p> <p>1.6 Use active listening and questioning to facilitate effective two-way communication</p> <p><i>CUSGEN02B Work in a culturally diverse environment</i></p> <p><b>1 Communicate with individuals from diverse backgrounds</b></p> <p>1.2 Communicate and cooperate effectively</p>	<p><b>Communication</b></p> <p>Brief overview of the communication process/cycle:</p> <ul style="list-style-type: none"> <li>• sender</li> <li>• receiver</li> <li>• message</li> <li>• feedback.</li> </ul> <p>Types of communication:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• nonverbal</li> <li>• written.</li> </ul> <p>Modes of verbal communication:</p> <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• telephone</li> <li>• answering machine/voice mail</li> <li>• two-way radio.</li> </ul> <p>Elements of effective verbal communication:</p> <ul style="list-style-type: none"> <li>• appropriate language</li> </ul>	<p>Identify components of the communication process. Discuss the role and importance of each component.</p> <p>Observation of groups communicating in the school (eg social groups at the canteen). Discuss observations.</p> <p>Role-plays incorporating sending and receiving a message with and without feedback.</p> <p>Chinese whispers – on arrival at class students are told a story which they must convey to the next person entering. Observe what happens to the story as it progresses through the class.</p> <p>Identify different forms of each type of communication.</p> <p>Class discussion of the advantages and disadvantages of a range of modes of verbal communication.</p> <p>Role-plays</p> <ul style="list-style-type: none"> <li>• dealing with customer purchasing a ticket face-to-face</li> <li>• dealing with a customer purchasing a ticket via the telephone</li> <li>• leaving a message on an answering machine to purchase a ticket</li> <li>• giving stage directions via a two-way radio with clear feedback responses.</li> </ul> <p>Discuss the elements of effective verbal communication.</p>

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<p>with individuals from different backgrounds in workplace activities</p> <p>1.3 Where language barriers exist, make an effort to communicate using gestures, simple words and other appropriate materials</p> <p>1.4 Take account of different traditions and ways of communicating in responding to workplace situations</p> <p>1.5 Where language barriers exist, make an effort to communicate using gestures, simple words and other appropriate methods.</p> <p><b>2 Deal with cross cultural misunderstandings</b></p> <p>2.2 Address difficulties with the appropriate people and seek assistance from team leaders or others where required.</p> <p><i>CUECOR04A Deal with conflict and resolve complaints</i></p> <p><b>1 Identify conflict situations</b></p> <p>1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation.</p> <p><b>2 Resolve conflict situations</b></p> <p>2.3 Use effective communication skills to assist in the management of the conflict.</p> <p><b>3 Resolve escalated complaints</b></p> <p>3.4 Query the customer for any information regarding possible causes related to the complaint.</p>	<ul style="list-style-type: none"> <li>• clear voice</li> <li>• audible volume</li> <li>• courteous tone</li> <li>• active listening</li> <li>• asking questions or rephrasing/repeating to clarify or confirm understanding.</li> </ul> <p>Elements of effective nonverbal communication:</p> <ul style="list-style-type: none"> <li>• understanding body language</li> <li>• interpreting subtext</li> <li>• gestures</li> <li>• standards of dress</li> <li>• accessories</li> <li>• voice tone and volume</li> <li>• use of personal space</li> <li>• culturally specific communication customs and practices.</li> </ul> <p>Importance of communication in an entertainment industry enterprise/organisation.</p> <p>Barriers to communication:</p> <ul style="list-style-type: none"> <li>• negative subtext</li> <li>• ethnocentrism</li> <li>• bias and stereotyping</li> <li>• lack of empathy</li> <li>• gender issues.</li> </ul>	<p>Brainstorm appropriate and inappropriate forms of verbal communication.</p> <p>Identify appropriate language for a range of situations:</p> <ul style="list-style-type: none"> <li>• in the workplace (with both colleagues and customers)</li> <li>• at home</li> <li>• in public</li> <li>• with close friends and family</li> <li>• with acquaintances.</li> </ul> <p>Brainstorm forms of nonverbal communication.</p> <p>Watch a range of TV shows to observe body language and other forms of non verbal communication.</p> <p>Class discussion of the effect of nonverbal communication in a range of situations (eg aggressive body stance in a conflict situation compared with defensive and/or passive body stances).</p> <p>Role-play – experiment with tone and volume to change the meaning of a sentence.</p> <p>Class discussion of the common forms of communication used in the entertainment industry and the type of information that is communicated.</p> <p>Stimulus material (eg comic strip, cartoon, snippets from a movie/TV show or video) to promote discussion of barriers to effective communication.</p> <p>Students work in customer situations such as the school canteen and front of house (ushering, program selling, ticket sales and catering) to practise communication skills.</p>

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	<p>Communicating in a language that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• concise</li> <li>• directive</li> <li>• purposeful</li> <li>• correct</li> <li>• courteous</li> <li>• culturally sensitive.</li> </ul> <p>Communication styles:</p> <ul style="list-style-type: none"> <li>• assertive</li> <li>• aggressive</li> <li>• passive</li> </ul> <p>Effective cross-cultural communication skills:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• questioning techniques</li> <li>• body language</li> <li>• appropriate speech</li> <li>• build rapport.</li> </ul> <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> <li>• open questions</li> <li>• closed questions</li> <li>• reflective questions.</li> </ul>	<p>Students demonstrate their understanding of the communication process using appropriate language and tone for a variety of situations, for example:</p> <ul style="list-style-type: none"> <li>• greeting patrons</li> <li>• situations where there is distraction or noise</li> <li>• communicating with a patron who does not speak English</li> <li>• providing instructions to a colleague</li> <li>• handling a customer complaint face-to-face and over the phone.</li> </ul> <p>Handout and class discussion on different communication styles.</p> <p>Role-plays demonstrating the effectiveness of different communication styles, including a range of situations demonstrating each style (eg an aggressive customer wants a refund and the employee dealing with them demonstrates passive behaviour).</p> <p>Identify barriers to cross-cultural communication and discuss how they may be overcome.</p> <p>Handout on different questioning techniques. Discuss the benefits of using each type.</p> <p>Identify the most suitable style of questioning for a variety of situations.</p> <p>Demonstrate effective questioning techniques by:</p> <ul style="list-style-type: none"> <li>• asking questions to gain information, clarify ambiguities and adequately understand requirements</li> <li>• asking the right questions to elicit customer special</li> </ul>

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	<p>Effective listening techniques:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• barriers to effective listening.</li> </ul> <p>Lines of communication with supervisors and peers within the workplace.</p> <p>A range of gestures, words and phrases that are universally understood.</p> <p>Visual symbols and signs used in the workplace and entertainment venues:</p> <ul style="list-style-type: none"> <li>• toilet</li> <li>• first aid</li> <li>• phone</li> <li>• disabled</li> <li>• no smoking</li> <li>• exits</li> <li>• fire extinguisher.</li> </ul>	<p>needs</p> <ul style="list-style-type: none"> <li>• rephrasing and repeating questions, requests and statements to confirm they have been correctly understood.</li> </ul> <p>Have a conversation back-to-back with another class member – how did you feel as the receiver and as the sender?</p> <p>Identify the barriers to effective listening specific to the entertainment industry and discuss how they might be overcome.</p> <p>Draw a diagram of the standard hierarchical structure within entertainment workplaces and discuss the appropriate lines of communication.</p> <p>In small groups identify universal gestures, words or phrases used in the workplace and report back to class.</p> <p>Charades – discuss why this game can be successful and the importance of using universally understood forms of communication in the cultural industries.</p> <p>Identify gestures, words and phrases that may have a different meaning in different cultural settings.</p> <p>Worksheet – locate, identify and list different signs used in a variety of venues.</p>

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<p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>1 Communicate with the customer</b> 1.2 Use language and tone appropriate to a given situation in both written and spoken communication</p> <p><i>BSBCMN203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b> 1.2 The method(s)/equipment used to communicate ideas and information is appropriate to the audience. 1.3 Effective listening and speaking skills are used in oral communication</p> <p><b>2 Draft routine correspondence</b> 2.1 Written information and ideas are presented in clear and concise language and the intended meaning of correspondence is understood by recipient.</p>	<p><b>Workplace communication media/equipment</b></p> <p>General features and benefits of a range of communication equipment/methods.</p> <p>An understanding of enterprise communication procedures, systems and technology relevant to the individual’s work responsibilities.</p> <p>Factors affecting the selection of communication equipment:</p> <ul style="list-style-type: none"> <li>• technical and operational features</li> <li>• access of the sender and receiver to necessary equipment</li> <li>• technical skills required to use the medium</li> <li>• required format</li> <li>• degree of formality required</li> <li>• urgency and time frames.</li> </ul> <p>Workplace situations requiring the use of communication methods/equipment.</p> <p>Written communication media:</p> <ul style="list-style-type: none"> <li>• messages</li> <li>• electronic mail</li> <li>• memorandum</li> <li>• facsimiles</li> <li>• receipts</li> <li>• customer records</li> <li>• general correspondence</li> <li>• workplace forms.</li> </ul>	<p>Identify and list the communication media/equipment used in a professional theatre. Outline how each piece of equipment is used.</p> <p>Class discussion on communication procedures in the workplace relevant to individual job responsibilities.</p> <p>Class discussion looking at communication needs, delivery formats, time constraints, staff ability and training needs.</p> <p>Students select and correctly use a range of communication media in a variety of potential and simulated situations.</p> <p>Review samples of different written forms of workplace communication media and discuss their use in the workplace.</p> <p>Use written communication to carry out common workplace activities (eg booking a venue for rehearsals and a performance).</p> <p>Design a form to collect information from different departments for use in an event program, including information such as item name, performers involved, composer and choreographer.</p>

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	<p>Features of good telephone etiquette:</p> <ul style="list-style-type: none"> <li>• greeting callers                             <ul style="list-style-type: none"> <li>- answer call promptly</li> <li>- using polite greeting</li> <li>- identifying the enterprise</li> <li>- identify yourself using ‘This is’ and name</li> <li>- offer of assistance</li> </ul> </li> <li>• courteous language</li> <li>• friendly tone</li> <li>• clear articulation</li> <li>• accurate relaying of messages.</li> </ul>	<p>Write an appropriate greeting and conversation ending for a particular enterprise.</p> <p>Model appropriate telephone etiquette for a range of common situations:</p> <ul style="list-style-type: none"> <li>• taking a ticket booking</li> <li>• customer request for information about a performance</li> <li>• gaining a quote for hire equipment</li> <li>• responding to an irate caller after a performance.</li> </ul> <p>Work placement activity – investigate the enterprise’s policies and procedures in regard to telephone communication.</p> <p>Design a message pad to be used when receiving telephone calls.</p>
<p><i>BSBCM203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b></p> <p>1.1 Information to achieve work responsibilities is collected from appropriate sources</p> <p><b>2 Draft routine correspondence</b></p> <p>2.1 Written information and ideas are presented in clear and concise language and the intended meaning of correspondence is understood by recipient.</p> <p>2.2 Correspondence is drafted and presented within designated timelines.</p> <p>2.3 Presentation of written information meets organisational standards of style, format and accuracy.</p>	<p><b>Written Communication and Record-taking</b></p> <p>Forms of correspondence including:</p> <ul style="list-style-type: none"> <li>• acknowledgement</li> <li>• confirmation</li> <li>• enquiry</li> <li>• covering letter.</li> </ul> <p>The importance of the following skills in written communications:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• grammar</li> <li>• punctuation</li> <li>• proofreading.</li> </ul> <p>Enterprise/organisation practices for recording, storing and exchanging written messages quickly and efficiently.</p>	<p>Discuss the purpose of correspondence.</p> <p>Case studies – produce correspondence in response to different situations (at least one of each type of correspondence should be written).</p> <p>Handout – proofreading activity for a range of samples of correspondence. Discuss the potential implications for an enterprise of some of the errors found (eg incorrect date on a performance schedule).</p> <p>Develop a proofreading checklist for entertainment documentation (eg checking the day and date are correct).</p> <p>Discuss appropriate methods for recording and storing written communication.</p>

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<p><i>CUECOR02B Work with others</i></p> <p><b>2 Contribute to the flow of information and ideas</b></p> <p>2.4 Record information in the required detail and item frame in the specified format</p>	<p>Maintaining accurate records as specified by the enterprise/organisation including the following features:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• concise</li> <li>• legible</li> <li>• accurate</li> <li>• appropriate use of industry terminology and abbreviations.</li> </ul> <p>A basic understanding of the principles covered by the following legislation:</p> <ul style="list-style-type: none"> <li>• <i>Privacy Act 1988</i> (Cth)</li> <li>• <i>Privacy Amendment (Private Sector) Act 2000</i> (Cth).</li> </ul> <p>Layout and features of business documents:</p> <ul style="list-style-type: none"> <li>• correspondence (faxes, memos, letters and emails)</li> <li>• database reports (customer records)</li> <li>• booking system records</li> <li>• sales records (forecasts and actuals)</li> <li>• forms (manual and electronic)</li> <li>• invoices (from suppliers and to debtors).</li> </ul> <p>Procedure for the processing of documents:</p> <ul style="list-style-type: none"> <li>• recording receipt</li> <li>• photocopying if required</li> <li>• selecting media if a reply is required, including fax, email or letter</li> <li>• presentation of documents including collating and binding if required</li> <li>• mailing</li> <li>• filing.</li> </ul> <p>An awareness of enterprise/organisation:</p> <ul style="list-style-type: none"> <li>• style guides for written correspondence</li> <li>• standard turnaround times.</li> </ul>	<p>Brainstorm types of records that need to be maintained in an entertainment organisation/enterprise (eg stocktake, repairs and maintenance, sales, budgets, rehearsal schedules and timesheets) and look at a variety of examples.</p> <p>Identify the consequences of poor record-keeping.</p> <p>Handout and discussion.</p> <p>Source different forms of business documentation. Identify their features and discuss the purposes for their layout.</p> <p>Create and complete a range of electronic documents.</p> <p>Discuss workplace experiences:</p> <ul style="list-style-type: none"> <li>• what documents are regularly received in the workplace?</li> <li>• what are the set protocols for written documentation?</li> <li>• how are documents handled with regard to storage and return mailing?</li> </ul> <p>Class discussion.</p>

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	<p>An understanding of mail preparation procedures:</p> <ul style="list-style-type: none"> <li>• address details and layout of letter and envelope</li> <li>• letter has been signed</li> <li>• enclosures complete and included</li> <li>• return address.</li> </ul>	<p>Design a flow chart of the procedures for processing mail.</p>
<p><i>CUSGEN02B Work in a culturally diverse environment</i></p> <p><b>1 Communicate with individuals from diverse backgrounds</b></p> <p>1.1 Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity.</p> <p>1.5 Value and recognise as an asset the ability of team members to speak a language other than English and/or their experience of living in other regions or cultures.</p> <p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>1 Communicate with the customer</b></p> <p>1.5 Show sensitivity to cultural and social differences when communicating with others.</p> <p><i>CUECOR02B Work with others</i></p> <p><b>1 Participate in the work/group process</b></p> <p>1.3 Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements</p> <p>1.6 Take individual differences into account in achieving work requirements</p>	<p><b>Cultural Diversity</b></p> <p>A basic understanding of the concepts of:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• cultural diversity</li> <li>• cultural awareness.</li> </ul> <p>An awareness of elements of cultural diversity:</p> <ul style="list-style-type: none"> <li>• interpersonal relations</li> <li>• festivals/celebrations</li> <li>• family structure/obligations</li> <li>• language</li> <li>• religion</li> <li>• customs</li> <li>• social values</li> <li>• work ethic</li> <li>• communication</li> <li>• product preferences.</li> </ul> <p>An appreciation of how cultural diversity contributes to differing social values, expectations and customs.</p> <p>General characteristics of the different cultural groups and cultural diversity (Indigenous and non-Indigenous) in Australian society.</p>	<p>Class discussion considering cultural diversity and the cultural mix of the school and class.</p> <p>Personal profile of cultural background:</p> <ul style="list-style-type: none"> <li>• place of birth</li> <li>• parents' birthplaces</li> <li>• language spoken at home</li> <li>• food preferences</li> <li>• events celebrated throughout the year</li> <li>• family members' roles and responsibilities</li> <li>• difficulties encountered.</li> </ul> <p>Handout on the elements that contribute to cultural diversity.</p> <p>Link to Task 1.</p> <p>Small group discussion and feedback to the class on the benefits of a multicultural society and workplace.</p> <p>Guest speaker – local Aboriginal community member.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>CUECOR04A Deal with conflict and resolve complaints</i></p> <p><b>2 Resolve conflict situations</b></p> <p>2.2 Encourage all points of view, accept them and treat them with respect.</p>	<p>A basic knowledge of the cultural expectations of major international tourist markets into Australia:</p> <ul style="list-style-type: none"> <li>• Asia</li> <li>• Japan</li> <li>• Korea</li> <li>• Europe</li> <li>• America</li> <li>• United Kingdom</li> <li>• New Zealand.</li> </ul> <p>A basic understanding of:</p> <ul style="list-style-type: none"> <li>• the significance of cultural values, traditions, customs and protocols</li> <li>• cultural diversity of local and international customers.</li> </ul> <p>An appreciation of the importance of respecting individual differences in customers' and colleagues' values and beliefs arising from:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• race</li> <li>• religion</li> <li>• language</li> <li>• gender</li> <li>• age</li> <li>• customs/traditions</li> <li>• people with special needs.</li> </ul> <p>Importance of:</p> <ul style="list-style-type: none"> <li>• demonstrating tolerance, respect and empathy when working with others</li> <li>• sensitivity when dealing with other points of view</li> <li>• constructively raising and discussing ideas</li> </ul>	<p>Handout – tourism statistics for overseas visitors.</p> <p>Identify the largest visitor groups to Australia. In groups, research the cultural expectations of one of these groups with regard to communication, entertainment events and quality service.</p> <p>Class discussion of the traditions and customs that are regularly followed by class members and their family and the significance of these events (eg Christmas, Ramadan and Chinese New Year).</p> <p>Identify and discuss major entertainment venues that would have developed protocols for dealing with people from a range of cultural backgrounds</p> <p>Handout and class discussion.</p> <p>Define tolerance and respect.</p> <p>Reflect on how you would like to be treated in the workplace and as a team member.</p>

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	<ul style="list-style-type: none"> <li>• cooperation and good working relationships</li> <li>• knowledge of work group member’s responsibilities and duties.</li> </ul> <p>Strategies to promote workplace diversity and accommodate individual differences:</p> <ul style="list-style-type: none"> <li>• staff training</li> <li>• utilising individual differences/skills</li> <li>• using a range of communication media and techniques</li> <li>• promoting cultural celebrations and celebrating differences</li> <li>• actively seeking to break down barriers</li> <li>• developing a workplace culture of empathy and tolerance.</li> </ul>	<p>Class discussion:</p> <ul style="list-style-type: none"> <li>• identify how different cultures show respect</li> <li>• consequences of insensitivity (eg sexist or racist jokes, stereotyping and offensive comments and behaviour).</li> </ul> <p>Handout.</p> <p>Brainstorm and record strategies to promote workplace harmony aimed at recognising and accepting differences in individuals and their beliefs.</p>
<p><i>CUSGEN02B Work in a culturally diverse environment</i></p> <p><b>2 Deal with cross cultural misunderstandings</b></p> <p>2.2 Address difficulties with the appropriate people and seek assistance from team leaders or others where required</p> <p>2.3 Consider possible cultural differences when difficulties or misunderstandings occur</p> <p>2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.</p> <p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>1 Communicate with the customer</b></p> <p>1.5 Show sensitivity to cultural and social</p>	<p><b>Cross-cultural misunderstandings</b></p> <p>The importance of respecting cultural difference and adopting a sensitive approach when dealing with misunderstandings in the workplace.</p> <p>Common causes of misunderstanding between different cultural groups:</p> <ul style="list-style-type: none"> <li>• nonverbal behaviour, understanding and interpretations</li> <li>• religion</li> <li>• customs, beliefs and values</li> <li>• dress and personal grooming</li> <li>• product/service preference</li> </ul>	<p>Case study – a touring international entertainment group is performing at your workplace. You do not have a common language and their beliefs and customs are very different to your own, which has led to some misunderstandings. How would you cope with the language barrier? How would you demonstrate respect for the differences in beliefs and culture?</p> <p>Brainstorm and discuss possible causes of misunderstanding between yourself, colleagues and patrons.</p>

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<p>differences when communicating with others.</p>	<ul style="list-style-type: none"> <li>• levels of formality</li> <li>• family obligations.</li> </ul> <p>Strategies to deal with cross-cultural misunderstandings in the workplace:</p> <ul style="list-style-type: none"> <li>• enterprise/organisation                             <ul style="list-style-type: none"> <li>- staff training</li> <li>- utilising staff cultural skills</li> <li>- written communication and signs in various languages</li> <li>- promoting cultural celebrations</li> <li>- flexibility</li> <li>- variety in communication methods</li> <li>- knowledge of location of cultural buildings and support agencies</li> </ul> </li> <li>• individual                             <ul style="list-style-type: none"> <li>- learn basic terms in another language</li> <li>- develop an understanding and tolerance of cultural diversity</li> <li>- overcome prejudice and assumption</li> <li>- use nonverbal communication skills</li> <li>- actively seek to break down barriers</li> <li>- professionalism.</li> </ul> </li> </ul> <p>How and when to seek assistance, including possible sources of assistance:</p> <ul style="list-style-type: none"> <li>• translating and interpreting service (TIS)</li> <li>• diplomatic services</li> <li>• local cultural or community organisations</li> <li>• government agencies</li> <li>• educational networks</li> <li>• elders.</li> </ul>	<p>Design a ‘pocket guide’ to inform employees in the entertainment industry of how to deal with cross-cultural misunderstandings.</p> <p>Research the local services available to provide support and assistance (eg translation and/or interpreting, social activities for a range of cultural groups).</p>
<p><i>CUSGEN02B Work in a culturally diverse environment</i></p> <p><b>1 Communicate with individuals from</b></p>	<p><b>Anti Discrimination/EEO</b></p> <p>A basic understanding of the principles of anti-</p>	<p>Divide class into six groups. Each group is to research one</p>

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<p><b>different backgrounds</b> 1.2 Communicate and cooperate effectively with individuals from different backgrounds in workplace activities</p> <p><i>BSBCMN203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b> 1.1 Information to achieve work responsibilities is collected from appropriate sources</p>	<p>discrimination and equal employment opportunity (EEO) legislation:</p> <ul style="list-style-type: none"> <li>• <i>Anti-discrimination Act 1977</i> (NSW)</li> <li>• <i>Sex Discrimination Act 1984</i> (Cth)</li> <li>• <i>Racial Discrimination Act 1975</i> (Cth)</li> <li>• <i>Disability Discrimination Act 1992</i> (Cth)</li> <li>• <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth)</li> <li>• <i>Equal Employment for Women in the Workplace 1999</i> (Cth).</li> </ul> <p>Reciprocal rights and responsibilities of employers and employees in relation to anti-discrimination and EEO.</p> <p>Forms of bullying and harassment in the workplace:</p> <ul style="list-style-type: none"> <li>• sexual</li> <li>• verbal</li> <li>• physical</li> <li>• psychological.</li> </ul> <p>An awareness of workplace policies and procedures designed to prevent discrimination and harassment in the workplace.</p>	<p>piece of legislation and design a brochure to hand out to the class outlining its purpose and principles.</p> <p>Handout and class discussion.</p> <p>Define bullying and harassment.</p> <p>Discuss the difference between direct and indirect bullying and harassment. Identify situations/incidents that have occurred or might occur in the school and workplace. Students may outline incidents they have either been involved in or observed. How could these situations have been prevented?</p> <p>As a class develop an anti-discrimination and harassment policy.</p>
<p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>1 Communicate with the customer</b> 1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.</p> <p><b>3 Provide service to customers</b> 3.1 Identify customer needs and expectations</p>	<p><b>Customer needs and expectations</b></p> <p>Types of customers and colleagues:</p> <ul style="list-style-type: none"> <li>• internal customers <ul style="list-style-type: none"> <li>- colleagues</li> </ul> </li> <li>• external customers and clients <ul style="list-style-type: none"> <li>- local residents</li> <li>- visitors</li> <li>- media</li> </ul> </li> </ul>	<p>Class discussion on the difference between customers and colleagues. When is a colleague also a customer?</p>

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<p>correctly, including those with special needs, and provide appropriate products, services or information.</p> <p>3.2 Meet all reasonable needs and requests of customers within organisational guidelines and timeframes.</p>	<ul style="list-style-type: none"> <li>- theatre/cinema/event patrons</li> <li>- outside contractors</li> <li>- venue hirers</li> <li>- event organisers.</li> </ul> <p>Difference between needs and expectations.</p> <p>Methods for establishing customer preferences, needs and expectations:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• using open, closed and reflective questions</li> <li>• observation and recognition of nonverbal signs.</li> </ul> <p>Factors influencing needs and expectations:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• cultural</li> <li>• economic</li> <li>• health</li> <li>• age</li> <li>• personality</li> <li>• personal interests</li> <li>• likes and dislikes</li> <li>• available time</li> <li>• perceptions.</li> </ul> <p>Customer preferences, needs and expectations:</p> <ul style="list-style-type: none"> <li>• friendliness</li> <li>• courtesy</li> <li>• value for money</li> <li>• prompt service</li> <li>• assistance</li> </ul>	<p>Definition.</p> <p>Discuss ways to determine customer needs.</p> <p>Role-play to demonstrate active listening and appropriate questioning techniques:</p> <ul style="list-style-type: none"> <li>• front-of-house staff trying to meet the special seating needs of a customer</li> <li>• lighting staff trying to ascertain the lighting needs of a drama piece</li> <li>• audio staff trying to ascertain the microphone needs of a rock band.</li> </ul> <p>Class discussion.</p> <p>In a table summarise the following information:</p> <ul style="list-style-type: none"> <li>• different types of customers</li> <li>• their needs, expectations and preferences</li> <li>• key strategies to deliver quality service.</li> </ul>

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	<ul style="list-style-type: none"> <li>• empathy and support</li> <li>• comfort</li> <li>• new experiences</li> <li>• basic need for food, comfort, shelter and/or other services.</li> </ul> <p>Typical needs and expectations of customers in the entertainment industry, including those with special needs:</p> <ul style="list-style-type: none"> <li>• patrons with physical disabilities and sensory impairments</li> <li>• patrons with intellectual disabilities</li> <li>• patrons with particular cultural or language needs</li> <li>• elderly patrons</li> <li>• school groups</li> <li>• theatre groups</li> <li>• VIPs</li> <li>• first-time patrons</li> <li>• pregnant women</li> <li>• families with children</li> <li>• unaccompanied children.</li> </ul> <p>Matching preferences, needs and expectation with the most suitable product or service by knowing customer needs and products/services available.</p>	<p>Identify the special requirements of different audience types, and strategies to accommodate them.</p> <p>Class discussion about the importance of having an in-depth knowledge of the products/services you are selling.</p>
<p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>1 Communicate with the customer</b> 1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner</p> <p><b>3 Provide service to customers</b> 3.2 Meet all reasonable needs and requests of customers within organisational guidelines and timeframes</p>	<p><b>Quality Service</b></p> <p>Quality service:</p> <ul style="list-style-type: none"> <li>• definition of customer-focused service</li> <li>• characteristics of quality service</li> <li>• customer service skills including: <ul style="list-style-type: none"> <li>- meeting customer requirements</li> <li>- handling customer requests and complaints</li> <li>- developing rapport</li> <li>- promoting suitable products and services</li> </ul> </li> <li>• interpersonal skills</li> </ul>	<p>Handout.</p> <p>Discuss why customer service is important to the entertainment industry and the benefits to the customer, employer and employee when quality service is provided.</p> <p>Discuss the consequences of poor customer service.</p> <p>Students to deal with a range of different customer service</p>

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<p>3.3 Identify and take all opportunities to enhance the quality of service.</p> <p><i>CUSCOR04A Deal with conflict and resolve complaints</i></p> <p><b>3 Resolve escalated complaints</b></p> <p>3.9 Where appropriate, use techniques to turn complaints into opportunities to demonstrate high quality customer service</p> <p><i>BSBCMN203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b></p> <p>1.5 Instructions or enquiries are responded to promptly and in accordance with organisational requirements</p>	<ul style="list-style-type: none"> <li>• responsibilities of the enterprise/organisation and staff for service</li> <li>• contribution of staff behaviour in delivering quality customer service</li> <li>• ethics of professional service behaviour</li> <li>• work ethic</li> <li>• importance of quality customer service to the entertainment industry.</li> </ul> <p>Industry standards for workplace interaction:</p> <ul style="list-style-type: none"> <li>• courtesy</li> <li>• discretion</li> <li>• confidentiality</li> <li>• structured follow-up procedures.</li> </ul> <p>Establishing good customer service practices:</p> <ul style="list-style-type: none"> <li>• knowledge of enterprise product/services and policies</li> <li>• prompt response to resolve complaints</li> <li>• language that is targeted to the needs of a specific customer</li> <li>• friendly and courteous manner</li> <li>• positive gestures and body language</li> <li>• solutions-oriented approach.</li> </ul> <p>Effective responses to a range of different customer service situations.</p>	<p>situations either in role-plays or carrying out work tasks in the workplace.</p> <p>Keep a log of personal customer service experiences (as a customer, on workplacement and/or in part time jobs) to share with the class.</p> <p>Discuss the personal attributes, interpersonal skills and work ethic that are needed for employment in the entertainment industry.</p> <p>Design a poster outlining the dos and don'ts of customer service practices.</p> <p>Case study.</p>
<p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>2 Maintain personal presentation standards</b></p> <p>2.1 Practise high standards of personal presentation in accordance with:</p> <ul style="list-style-type: none"> <li>• enterprise requirements</li> <li>• work location</li> <li>• occupational health and safety issues</li> </ul>	<p><b>Personal Presentation</b></p> <p>The extent to which personal presentation standards are influenced by enterprise:</p> <ul style="list-style-type: none"> <li>• work location</li> <li>• job role</li> <li>• OHS issues</li> <li>• customer expectations in relation to personal presentation standards.</li> </ul>	<p>Discuss the influences on personal presentation in the workplace and its importance for the entertainment industry.</p>

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<ul style="list-style-type: none"> <li>• impacts on different types of customers</li> <li>• specific requirements for particular work functions</li> </ul>	<p>Personal presentation, image and hygiene standards required in the workplace:</p> <ul style="list-style-type: none"> <li>• clean hands and nails</li> <li>• clean and tidy hair</li> <li>• attention to grooming</li> <li>• pleasant body odour</li> <li>• good oral hygiene</li> <li>• correct posture</li> <li>• attention to personal hygiene</li> <li>• positive and friendly attitude</li> <li>• clean uniform</li> <li>• deportment</li> <li>• etiquette</li> <li>• dress standards, uniform care and maintenance.</li> </ul>	<p>Identify the personal presentation and hygiene requirements for different areas of the entertainment industry (eg front of house, lighting, audio, bumping in/out crews).</p> <p>Produce guidelines for personal presentation to be included in a staff handbook for an identified job in the entertainment industry.</p> <p>Develop a personal presentation checklist to be used to assess personal presentation throughout the course.</p> <p>Link to Task 2.</p>
<p><i>CUSCOR04A Deal with conflict and resolve complaints</i></p> <p><b>3 Resolve escalated complaints</b></p> <p>3.1 Take responsibility for resolving the complaint</p> <p>3.2 Handle escalated complaints sensitively, courteously and discreetly</p> <p>3.3 Convey an empathetic and helpful attitude using active listening and questioning</p> <p>3.4 Query the customer for any information regarding possible causes related to the complaint</p> <p>3.5 Establish and agree on the nature and details of the complaint with the customer</p> <p>3.6 Assess the impact of the complaint on the customer in order to provide an appropriate response and solution</p> <p>3.7 Determine possible options to resolve</p>	<p><b>Customer dissatisfaction and handling complaints</b></p> <p>Common causes of customer dissatisfaction and complaints.</p> <p>Establishing the details of customer complaints through:</p> <ul style="list-style-type: none"> <li>• questioning and active listening techniques</li> <li>• summarising and clarifying the issue</li> <li>• recording details of complaint</li> <li>• discussing with customer the process of resolution.</li> </ul> <p>Procedures for handling customer complaints:</p> <ul style="list-style-type: none"> <li>• listen</li> <li>• acknowledge</li> <li>• identify nature of problem</li> <li>• identify and agree on an acceptable solution</li> <li>• take action</li> <li>• record</li> <li>• follow up to ensure customer satisfaction.</li> </ul>	<p>Brainstorm causes of customer dissatisfaction.</p> <p>Role-play different complaint situations. Members of the class observing the role-play are to:</p> <ul style="list-style-type: none"> <li>• identify the positive questioning techniques that were used</li> <li>• provide feedback to role-play participants on alternative ways to deal with the customer complaint.</li> </ul> <p>Handout.</p> <p>Video.</p>

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<p>the complaint and quickly analyse and determine the best solution, taking into account organisational constraints</p> <p>3.8 Take appropriate action to resolve the complaint, and, wherever possible, to the customer’s satisfaction</p> <p>3.9 Where appropriate, use techniques to turn complaints into opportunities to demonstrate high quality customer service.</p> <p>3.10 Complete any necessary documentation accurately and within time constraints</p> <p>3.11 Provide feedback on complaints to appropriate personnel in order to avoid future occurrence</p> <p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>4 Respond to customer complaints</b></p> <p>4.1 Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisational procedures</p> <p>4.2 Handle customer complaints positively, sensitively and politely and in consultation with the customer</p> <p>4.3 Use appropriate techniques to avoid escalation of the complaint</p> <p>4.4 Refer escalated complaints to the appropriate person if resolution falls outside individual level responsibility and organisational policy and procedures</p> <p>4.5 Maintain a positive and co-operative manner at all times</p> <p><i>CUSGEN02B Work in a culturally diverse</i></p>	<p>Handling complaints diplomatically, so that all parties recognise that:</p> <ul style="list-style-type: none"> <li>• the issue has been raised with the relevant authority</li> <li>• all points of view have been aired</li> <li>• discretion will be applied in resolving the matter</li> <li>• due process will be followed</li> <li>• action will be taken to address and remedy the matter.</li> </ul> <p>Servicing a customer’s complaint where the means of resolution is not immediately available.</p> <p>Knowing how and when to seek assistance.</p> <p>Awareness of the scope of responsibility of personnel to enable referral of complaints to the most appropriate personnel:</p> <ul style="list-style-type: none"> <li>• immediate supervisors</li> <li>• department managers.</li> </ul> <p>The value of amicably resolving customer complaints in terms of:</p> <ul style="list-style-type: none"> <li>• promoting goodwill</li> <li>• customer relations</li> <li>• publicity</li> <li>• promoting enterprise service ethic.</li> </ul> <p>Resolving complaints within enterprise/organisational constraints:</p> <ul style="list-style-type: none"> <li>• budget</li> <li>• strict refund/exchange policy</li> <li>• no availability of replacement goods, services or tickets.</li> </ul> <p>An awareness of:</p> <ul style="list-style-type: none"> <li>• enterprise/organisation’s complaints handling/ grievance policies and procedures</li> <li>• the importance of documenting complaints and</li> </ul>	<p>Discuss personal experiences of complaints handling as either as a customer or employee.</p> <p>Class discussion considering:</p> <ul style="list-style-type: none"> <li>• what should be done when a complaint cannot be resolved immediately?</li> <li>• when is a complaint beyond the scope of an individual employee?</li> <li>• what processes are there for the employee to seek assistance?</li> <li>• what is the structure of line management to assist the employee?</li> </ul> <p>Identify the positive outcomes from a successfully resolved complaint.</p> <p>Discuss the value of complaints to an enterprise.</p> <p>Identify constraints that may impact on complaint resolution and evaluate their potential impact on the successful resolution of customer complaints.</p> <p>Workplace activity – review the complaints handling procedures in your workplace and record a brief summary in the workplacement journal.</p>

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<p><i>environment</i></p> <p><b>2 Deal with cross cultural misunderstandings</b> 2.5 Refer issues and problems to the appropriate team leader/supervisor for follow-up</p>	<p>incidents</p> <ul style="list-style-type: none"> <li>• the importance of a harmonious environment which promotes negotiation, communication and understanding.</li> </ul> <p>Different means of documenting issues and complaints:</p> <ul style="list-style-type: none"> <li>• customer service log</li> <li>• complaints register</li> <li>• incident reports</li> <li>• memoranda.</li> </ul> <p>Effective responses to typical customer complaints in entertainment industry/organisation.</p> <p>Benefits of following up with customers post-resolution.</p>	<p>Discuss the importance of having identified complaints handling procedures in a workplace.</p> <p>Design a customer feedback form for the schools entertainment events.</p> <p>Discuss advantages and disadvantages of different methods for recording complaints. Students to complete a sample complaint register to demonstrate the importance of recording accurate information.</p> <p>Compile a list of regularly used responses to common customer complaints. Analyse their effectiveness in a range of situations.</p> <p>Class discussion – how do you feel when a service provider follows up on your wellbeing after your complaint?</p>
<p><i>CUECOR02B Work with others</i></p> <p><b>1 Participate in the work/group process</b> 1.3 Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements</p> <p><b>3 Deal effectively with issues, problems and conflicts</b> 3.1 Identify issues, problems and conflicts encountered in the work place. 3.2 Discuss issues, problems and conflicts with team members and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person</p>	<p><b>Dealing with conflict</b></p> <p>Causes of issues, problems and conflicts in the workplace:</p> <ul style="list-style-type: none"> <li>• poor customer service</li> <li>• variations in colleagues’ work practices/methods</li> <li>• cultural misunderstandings</li> <li>• barriers to communication</li> <li>• aggressive behaviour</li> <li>• misunderstandings regarding roles and responsibilities</li> <li>• speaking too quickly or quietly</li> <li>• no visual clues</li> <li>• poor observation</li> <li>• poor communication style</li> <li>• intolerance</li> <li>• prejudice</li> </ul>	<p>Handout on conflict theory:</p> <ul style="list-style-type: none"> <li>• signs</li> <li>• stages</li> <li>• levels</li> <li>• factors involved</li> <li>• results.</li> </ul> <p>Brainstorm and discuss causes of conflict in the workplace.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>1 Communicate with the customer</b> 1.7 Identify potential and existing conflicts and seek solutions in conjunction with parties involved</p> <p><b>4 Respond to customer complaints</b> 4.4 Refer escalated complaints to the appropriate person if resolution fails outside individual level of responsibility and organisational policy and procedures</p> <p><i>CUSGEN02B Work in a culturally diverse environment</i></p> <p><b>2 Deal with cross cultural misunderstandings</b> 2.1 Identify issues which may cause conflict or misunderstanding in the workplace 2.2 Address difficulties with the appropriate people and seek assistance from team leaders or others where required.</p> <p><i>CUSCOR04A Deal with conflict and resolve complaints</i></p> <p><b>1 Identify conflict situations</b> 1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation</p> <p><b>2 Resolve conflict situations</b> 2.1 Take responsibility for finding a solution to the conflict within the scope of individual responsibility 2.4 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions</p>	<ul style="list-style-type: none"> <li>• inadequate language skills</li> <li>• not clarifying or asking questions</li> <li>• inappropriate body language</li> <li>• poor understanding of other cultures.</li> </ul> <p>Recognising potential for conflict through:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• observing body language</li> <li>• reading subtext.</li> </ul> <p>The value of anticipating and addressing potential conflict prior to its escalation.</p> <p>The importance of acting within one’s level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul> <p>Understanding lines of reporting and communication with supervisors and peers within the workplace.</p> <p>How and when to seek assistance.</p> <p>Importance of confidentiality in conflict resolution.</p>	<p>Role-play situations related to the class work team:</p> <ul style="list-style-type: none"> <li>• a student arrives late for a bump-in</li> <li>• a student ‘goofs off’ from the bump out</li> <li>• a student takes someone else’s task without consent</li> <li>• the bossy student within the team.</li> </ul> <p>Members of the class observing the role-play are to:</p> <ul style="list-style-type: none"> <li>• identify where the potential for conflict is in the scenario</li> <li>• the signs of escalating conflict</li> <li>• identify where anticipating the potential for conflict could have minimised or resolved the conflict.</li> </ul> <p>Role-plays.</p> <p>Class discussion.</p> <p>Class discussion of the reasons why confidentiality of information is important. Stimulus questions:</p> <ul style="list-style-type: none"> <li>• how would you feel if someone came and told you about your conflict situation which you thought was private?</li> <li>• how could a failure to keep conflict situations lead to further conflict (eg if the media did a story on the establishment or about a well-known patron)?</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><b>3 Resolve escalated complaints</b> 3.2 Handle escalated complaints sensitively, courteously and discreetly</p>	<p>Conflict resolution as a means to:</p> <ul style="list-style-type: none"> <li>• improving business relationships</li> <li>• eliminating entrenched practices</li> <li>• future development of the enterprise.</li> </ul> <p>Techniques to resolve issues, problems or conflicts:</p> <ul style="list-style-type: none"> <li>• problem-solving</li> <li>• negotiation</li> <li>• conflict resolution procedures</li> <li>• use of a mediator or conciliator.</li> </ul> <p>An understanding of conflict resolution techniques that:</p> <ul style="list-style-type: none"> <li>• minimise adversarial contests</li> <li>• promote the concept of ‘win-win’</li> <li>• allow for solutions that meet all parties’ needs</li> <li>• follow due process – listen, acknowledge, respond, report and follow-up.</li> </ul> <p>Importance of working collaboratively to find win-win solutions to specific problems.</p> <p>An understanding of workable solutions to conflict resolution within the following contexts:</p> <ul style="list-style-type: none"> <li>• poor customer service</li> <li>• variations to colleagues’ work practices/methods</li> <li>• cultural misunderstanding</li> <li>• barriers to communication</li> <li>• aggressive behaviour.</li> </ul> <p>Possible solutions to conflict situations in an entertainment industry environment:</p> <ul style="list-style-type: none"> <li>• customer complaints</li> <li>• conflict among work colleagues</li> <li>• refused entry</li> <li>• drug or alcohol affected persons</li> </ul>	<p>Outline two conflict situations you have been involved in. One where the resolution resulted in strengthening your relationship with the other party, the second where the resolution damaged your relationship. What was the difference in the handling of the two conflicts?</p> <p>Brainstorm different ways conflict may be dealt with and identify the best approach to take for situations common to the entertainment environment.</p> <p>Handout on negotiation and conflict resolution techniques.</p> <p>Discuss pros and cons of various approaches to conflict resolution including passive, aggressive and assertive approaches.</p> <p>Practical activities working in a team.</p> <p>Discuss workplace experiences and typical enterprise/organisation policies and procedures.</p> <p>Case studies/scenarios.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• ejection from premises</li> <li>• late customers</li> <li>• denied requests for refunds or exchanges</li> <li>• dissatisfaction with seats allocated.</li> </ul>	
<p><i>CUECOR02B Work with others</i></p> <p><b>1 Participate in the work/group process</b></p> <p>1.1 Correctly identify work requirements relevant to the group/process</p> <p>1.4 Take time and resource constraints into account in fulfilling work requirements</p> <p>1.5 Apply the organisation’s work policies, procedures and conventions covering acceptable workplace conduct to workplace activities</p> <p><b>2 Contribute to the flow of information and ideas</b></p> <p>2.5 Compile and maintain work information systematically and accurately and file for ease of retrieval as required</p> <p><i>BSBCM203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b></p> <p>1.5 Instructions or enquiries are responded to promptly and in accordance with organisational requirements.</p>	<p><b>Managing Workloads</b></p> <p>An understanding of work requirements:</p> <ul style="list-style-type: none"> <li>• goals</li> <li>• objectives</li> <li>• priorities</li> <li>• specified targets or results</li> <li>• time frames</li> <li>• coordination with other work processes</li> <li>• roles</li> <li>• application of particular procedures</li> <li>• organisation of work materials</li> <li>• roster arrangements</li> <li>• assisting new staff</li> <li>• sharing knowledge of particular tasks or work requirements.</li> </ul> <p>An awareness of the source of organisational requirements:</p> <ul style="list-style-type: none"> <li>• quality assurance procedures annual</li> <li>• business plans</li> <li>• legal policy/guidelines and requirements</li> <li>• access and equity principles and practice</li> <li>• occupational health and safety (OHS policies, procedures and programs).</li> </ul> <p>Factors impacting on workplace activities:</p> <ul style="list-style-type: none"> <li>• OHS</li> <li>• legislative requirements</li> <li>• duty of care</li> <li>• workplace awards and agreements</li> <li>• industry codes of practice.</li> </ul>	<p>Discuss the scope of work requirements in the entertainment industry.</p> <p>Discuss the responsibility of the employee in the initiation and management of work requirements.</p> <p>Identify some personal goals and discuss the type of goals a theatre may have.</p> <p>Review a range of samples of organisation procedural documentation.</p> <p>Handout.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<p>Managing workload:</p> <ul style="list-style-type: none"> <li>• work ethics</li> <li>• meeting deadlines</li> <li>• seeking assistance where necessary</li> <li>• acknowledging if tasks are beyond current capacity.</li> </ul> <p>Managing workload within resource constraints:</p> <ul style="list-style-type: none"> <li>• finances</li> <li>• personnel</li> <li>• expertise</li> <li>• technology.</li> </ul> <p>Organising tasks:</p> <ul style="list-style-type: none"> <li>• prioritising</li> <li>• time management</li> <li>• negotiation</li> <li>• individual needs</li> <li>• group needs.</li> </ul> <p>Features of time management including:</p> <ul style="list-style-type: none"> <li>• prioritising</li> <li>• delegation</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• completion in time frame.</li> </ul> <p>A range of work management tools:</p> <ul style="list-style-type: none"> <li>• calendars/diaries</li> <li>• rosters and work schedules</li> <li>• standard operating procedures (SOP)</li> <li>• manual and electronic filing systems.</li> </ul> <p>Establishing good work habits through knowledge of the enterprise/organisation:</p> <ul style="list-style-type: none"> <li>• policies and practices</li> <li>• products and services.</li> </ul>	<p>Discuss how individuals and groups may manage workload.</p> <p>Discuss how resource constraints affect management of workload.</p> <p>Review a range of scenarios and identify what constraints may affect them.</p> <p>Discuss procedures for organising tasks and how they can make work more efficient and effective.</p> <p>Handout.</p> <p>Develop a personal weekly time plan/schedule.</p> <p>Discuss the importance of time management in the entertainment industry.</p> <p>Use a range of work management tools during the management of school performances.</p> <p>Class discussion.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>CUECOR04A Deal with conflict and resolve complaints</i></p> <p><b>1 Identify conflict situations</b> 1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened, and organise appropriate assistance.</p> <p><b>2 Resolve conflict situations</b> 2.1 Take responsibility for finding a solution to the conflict within the scope of individual responsibility</p> <p><i>BSBCM203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b> 1.1 Information to achieve work responsibilities is collected from appropriate sources</p>	<p><b>Occupational Health and Safety</b></p> <p>Potential hazards identified as:</p> <ul style="list-style-type: none"> <li>• chemical</li> <li>• physical</li> <li>• biological</li> <li>• psychological</li> <li>• ergonomic.</li> </ul> <p>Identification of specific situations that compromise the health and safety of colleagues and customers:</p> <ul style="list-style-type: none"> <li>• breaches of security</li> <li>• unsafe work practices</li> <li>• uncontrolled/aggressive visitors or staff</li> <li>• potential hazards.</li> </ul> <p>Identify appropriate personnel and emergency services to be contacted in the event of:</p> <ul style="list-style-type: none"> <li>• accidents or illness</li> <li>• threats or acts of terrorism</li> <li>• threats or acts of violence</li> <li>• acts of nature</li> <li>• fire.</li> </ul> <p>How and when to seek assistance.</p> <p>A basic understanding of the principles covered by the following legislation:</p> <ul style="list-style-type: none"> <li>• <i>Occupational Health and Safety Act 2000</i> (NSW)</li> <li>• <i>Occupational Health and Safety Regulations (2001)</i> (NSW).</li> </ul>	<p>Handout and mind maps.</p> <p>Brainstorm specific situations that could compromise the safety of the workplace.</p> <p>Class discussion about how these situations compromise health and safety and how they could be prevented.</p> <p>Research the emergency services available in the local area.</p> <p>In small groups brainstorm a list of emergency services and other personnel and identify their role. Report your findings to the class.</p> <p>Handout.</p> <p>Case studies/scenarios.</p> <p>Role-play a range of emergency situations in a familiar venue. Identify when personnel responses become excessive, inappropriate or insufficient.</p> <p>Handout.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>CUECOR02B Work with others</i></p> <p><b>1 Participate in the work/group process</b></p> <p>1.1 Correctly identify work requirements relevant to the group/process</p> <p>1.2 Correctly identify own role and role s of others in meeting work requirements, and carry out own role</p> <p>1.3 Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements</p> <p>1.5 Apply the organisation’s work policies, procedures and conventions covering acceptable workplace conduct to workplace activities</p> <p>1.7 Use strengths of individuals to develop others in the group, sharing learning as part of the group process</p> <p><b>2 Contribute to the flow of information and ideas</b></p> <p>2.1 Share information and ideas relevant to the work with others to enhance work outcomes</p>	<p><b>Teams and Team Building</b></p> <p>Groups/teams:</p> <ul style="list-style-type: none"> <li>• established or ad hoc work units</li> <li>• working parties</li> <li>• committees</li> <li>• self-directed teams.</li> </ul> <p>Principles and characteristics of team building and effective teamwork.</p> <p>An understanding of the benefits of sharing information and working in a team.</p> <p>Features and characteristics of successful teamwork:</p> <ul style="list-style-type: none"> <li>• identification of purpose and aim of team</li> <li>• goal setting</li> <li>• planning and organising work routines.</li> </ul>	<p><i>Teamwork is integral to a successful entertainment enterprise. The principles of teamwork should be applied throughout the course to build on the theory taught in this element of competency.</i></p> <p>Class discussion – what is a team within a workplace? What are the responsibilities of workplace team members?</p> <p>Students reflect on their own experiences (eg part-time work, sporting teams, community groups) on what makes a good team, how to encourage teamwork and practical approaches to improve team performance.</p> <p>Brainstorm the benefits of working in a team.</p> <p>List three teams that you have been a member of. Identify which was the most successful and the least successful. What were the differences in these teams? How did their structure and size affect their ability to succeed?</p> <p>Brainstorm strategies to improve the effectiveness of teams.</p>
<p><i>BSBCMN203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b></p> <p>1.1 Information to achieve work responsibilities is collected from appropriate sources</p>	<p>An understanding of the relationship between individual roles and the role of the team/group.</p> <p>A range of information sources to identify job roles/responsibilities:</p> <ul style="list-style-type: none"> <li>• awards and enterprise agreements</li> <li>• job/role description/statement</li> <li>• industry association</li> <li>• seminars and training courses</li> <li>• colleagues and manager/supervisor.</li> </ul>	<p>Discuss the importance of roles within a team and team dynamics.</p> <p>Handout and discussion.</p> <p>Link to Task 3.</p>
<p><i>CUSGEN02B Work in a culturally diverse environment</i></p> <p><b>2 Deal with cross cultural</b></p>		

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><b>misunderstandings</b> 2.2 Address difficulties with the appropriate people and seek assistance from team leaders or others where required</p> <p><i>CUECOR04A Deal with conflict and resolve complaints</i></p> <p><b>2 Resolve conflict situations</b> 2.4 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions</p>	<p>A basic knowledge of job roles in entertainment enterprises/organisations in a range of areas:</p> <ul style="list-style-type: none"> <li>• production</li> <li>• technical team</li> <li>• front of house</li> <li>• administration</li> <li>• promotions.</li> </ul> <p>Providing assistance to team members:</p> <ul style="list-style-type: none"> <li>• formal/informal support</li> <li>• mentoring</li> <li>• sharing ideas and knowledge.</li> </ul> <p>Working with others:</p> <ul style="list-style-type: none"> <li>• one-to-one communication in a group or team</li> <li>• taking part in informal discussions</li> <li>• following instruction</li> <li>• consulting with the community</li> <li>• taking part in meetings</li> <li>• dealing with conflict.</li> </ul> <p>Team problem-solving activities:</p> <ul style="list-style-type: none"> <li>• identifying problem</li> <li>• consider solutions</li> <li>• action</li> <li>• follow up.</li> </ul> <p>Collaborative decision-making processes:</p> <ul style="list-style-type: none"> <li>• consultation</li> <li>• conciliation</li> <li>• negotiation</li> <li>• principles of equity and fairness.</li> </ul> <p>Appropriate workplace conduct:</p> <ul style="list-style-type: none"> <li>• regular attendance</li> <li>• punctuality</li> </ul>	<p>Brainstorm the types of jobs available in each area of the entertainment industry and identify their main roles.</p> <p>Create relationship diagrams</p> <p>Identify expectations of support and assistance from experienced colleagues.</p> <p>Discuss protocols for teamwork and make a list of guidelines for effective teamwork.</p> <p>Students demonstrate their ability to work in a team in Task 3.</p> <p>Brainstorm the advantages of solving problems in a team.</p> <p>Team problem-solving activities – give each team a bag of objects and get them to compete (eg build the tallest structure in 30 seconds).</p> <p>Handout – principles of collaborative decision-making.</p> <p>Collaboratively develop a definition for the term professionalism.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• maintaining an orderly workspace</li> <li>• appropriate personal presentation standards for the industry and job role</li> <li>• cooperativeness</li> <li>• self-confidence</li> <li>• self-respect</li> <li>• requesting advice and receiving feedback</li> <li>• acceptance of constructive criticism</li> <li>• willingness for self-improvement</li> <li>• flexibility.</li> </ul>	<p>Create a mind map of workplace expectations for conduct/behaviour.</p> <p>Discuss the importance of appropriate conduct in the workplace and how would you feel as a team member if you worked with someone who:</p> <ul style="list-style-type: none"> <li>• has poor personal hygiene standards</li> <li>• is regularly late</li> <li>• fails to appear at the job, and doesn't give you any prior warning</li> <li>• is inflexible and will not compromise</li> <li>• continually leaves a mess and will not clean up.</li> </ul> <p>Would these people make good team members?</p>
<p><i>BSBCM203A Communicate in the workplace</i></p> <p><b>1 Gather, convey and receive information and ideas</b></p> <p>1.1 Information to achieve work responsibilities is collected from appropriate sources</p> <p>1.4 Input from internal and external sources is sought, and used to develop and refine new ideas and approaches.</p> <p><i>CUECOR03A Provide quality service to customers</i></p> <p><b>3 Provide service to customers</b></p> <p>3.3 Identify and take all opportunities to enhance the quality of service</p> <p><i>CUECOR02B Work with others</i></p> <p><b>2 Contribute to the flow of information and ideas</b></p> <p>2.1 Share information and ideas relevant to the work with others to enhance work</p>	<p><b>Sharing Information</b></p> <p>How to access and validate sources of information relevant to the entertainment industry.</p> <p>Disseminating information through a variety of channels/communication systems:</p> <ul style="list-style-type: none"> <li>• direct mail</li> <li>• seminars</li> <li>• communication/information technology</li> <li>• corporate websites/e-newsletters</li> <li>• one-on-one communication</li> <li>• enterprise/organisation newsletters</li> <li>• team meetings</li> <li>• work manuals</li> <li>• newsletters and memos</li> <li>• daily conversation</li> <li>• email.</li> </ul> <p>The value of sharing and updating information:</p> <ul style="list-style-type: none"> <li>• maintaining professionalism</li> <li>• promotion of enterprise products and services</li> </ul>	<p>Brainstorm sources of information about the entertainment industry.</p> <p>Review samples of a range of different forms of information.</p> <p>Analyse and compare the effectiveness of these information sources. Identify the most suitable situations for their use.</p> <p>Class discussion on the value of sharing information and working with other people from similar interest groups.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p>outcomes</p> <p>2.2 Provide relevant, timely and accurate information to others, as required</p> <p>2.3 Seek information and ideas from others as required to assist achievement of work requirements</p>	<ul style="list-style-type: none"> <li>• meeting work goals</li> <li>• improving customer service</li> <li>• positive work relations.</li> </ul> <p>Opportunity to develop internal product and service knowledge:</p> <ul style="list-style-type: none"> <li>• through the department</li> <li>• throughout a variety of departments within the enterprise/organisation</li> <li>• throughout the enterprise/organisation as an entity.</li> </ul>	<p>Handout and class discussion</p>

## Sample Program 2      **Safe working environments – Staging**

**Rationale:** This theme is intended to provide the opportunity for students to develop the skills and knowledge needed to follow health and safety procedures in the entertainment industry. Students will develop skills in the installation of staging with an OHS focus. Appropriate responses to emergency situations including basic first aid skills will also be developed.

**Units of competency:**

CUESTA05A	Apply a general knowledge of staging to work activities
RTC2701A	Follow health, safety and security procedures
THHGHS03B	Provide first aid

### Key terms and concepts:

Apply a general knowledge of staging to work activities	Follow health, safety and security procedures	Provide first aid
<ul style="list-style-type: none"> <li>• flats</li> <li>• floor lay up</li> <li>• hazards</li> <li>• knots</li> <li>• manual handling</li> <li>• occupational health and safety (OHS)</li> <li>• production personnel</li> <li>• props</li> <li>• set assembly</li> <li>• set pieces</li> <li>• stage area</li> <li>• stage geography</li> <li>• stage machinery</li> <li>• stage mark out</li> <li>• stage plan</li> <li>• stage types</li> <li>• staging personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• breaches</li> <li>• emergency situations</li> <li>• employer and employee responsibilities</li> <li>• feedback</li> <li>• hazards</li> <li>• health</li> <li>• health, safety and security procedures</li> <li>• individual responsibility</li> <li>• industry safety guidelines</li> <li>• insurance</li> <li>• manual handling</li> <li>• occupational health and safety (OHS)</li> <li>• <i>Occupational Health and Safety Act 2000</i> (NSW)</li> <li>• <i>Occupational Health and Safety Regulations 2001</i> (NSW)</li> <li>• OHS committee</li> <li>• OHS regulation</li> <li>• enterprise/organisation procedures</li> <li>• participation</li> <li>• personal protective equipment (PPE)</li> <li>• reporting and recording</li> </ul>	<ul style="list-style-type: none"> <li>• ‘000’</li> <li>• accident assessment</li> <li>• appropriate treatment</li> <li>• casualty</li> <li>• common law</li> <li>• CPR</li> <li>• DRABC</li> <li>• emergency services</li> <li>• emergency situation</li> <li>• first aid</li> <li>• first aid and emergency equipment</li> <li>• incident report/record-injury</li> <li>• <i>Occupational Health and Safety Regulations 2001</i> (NSW)</li> <li>• patient monitoring</li> <li>• personal hazard</li> <li>• physical hazard</li> <li>• principles of first aid management</li> <li>• risk</li> <li>• seeking assistance</li> <li>• vital signs.</li> </ul>

**Assessment:**

Unit/Element of competency	Possible assessment strategy
<p><b>CUESTA05A Apply a general knowledge of staging to work activities</b></p> <ol style="list-style-type: none"> <li>1 Prepare stage area</li> <li>2 Lay up floor and position set pieces</li> </ol> <p><b>CUFSAF01B Follow health, safety and security procedures</b></p> <ol style="list-style-type: none"> <li>1 Follow workplace procedures on health, safety and security</li> <li>3 Maintain personal safety standards</li> </ol>	<p><b>Task 1</b>      <i>Staging Activity</i></p> <p>In small teams, students will be provided with a stage plan for a production. They must use this stage plan to bump in/out stage elements for the production. Installation will include the installation of flooring and basic set pieces as a minimum.</p> <p>Activities to be undertaken:</p> <ul style="list-style-type: none"> <li>• identify the role and responsibility of the team. Each group is to hold a brief production meeting to allocate roles and work tasks to team members</li> <li>• read and interpret a stage plan</li> <li>• clean and prepare the stage area for bump in</li> <li>• install flooring and mark up the stage</li> <li>• gather and assemble stage elements/stage set pieces and position them according to the plan</li> <li>• hang masking cloths using appropriate knots</li> <li>• bump out.</li> </ul> <p>*Students will be expected to demonstrate their understanding of occupational health and safety requirements, hazards analysis and risk control and safe work practices throughout the task.</p> <p>Students will be assessed on their involvement and interaction with the team as well as their demonstration of their knowledge and understanding of staging departments and their skills in the installation of staging elements and safe work practices.</p>
<p><b>THHGHS03B Provide first aid</b></p> <ol style="list-style-type: none"> <li>1 Assess the situation</li> <li>2 Apply first aid techniques</li> <li>3 Monitor the situation</li> </ol> <p><b>CUFSAF01B Follow health, safety and security procedures</b></p> <ol style="list-style-type: none"> <li>2 Deal with emergency situations</li> </ol>	<p><b>Task 2</b>      <i>Written and Practical First Aid Examination</i></p> <p>Individual examination of students' competency in emergency care.</p> <p>Students to complete both a written and practical examination demonstrating their understanding of first aid principles, management of common simulated injury situations and the practical application of commonly used equipment and first aid supplies.</p> <p>Students should demonstrate their ability to assess situations requiring first aid and apply established first aid principles including checking the site for danger and checking and maintaining the casualty's airway, breathing and circulation</p>

Unit/Element of competency	Possible assessment strategy
<p><b>CUFSAF01B Follow health, safety and security procedures</b></p> <p>1 Follow workplace procedures on health, safety and security</p> <p>4 Provide feedback on health, safety and security</p>	<p><b>Task 3</b>      <i>Case Study</i></p> <p>Students are to read a case study of a common staging situation which has potential OHS implications and produce a report addressing the following:</p> <ul style="list-style-type: none"> <li>• which legislation addresses OHS requirements in the entertainment industry?</li> <li>• an outline of the responsibilities of the employer and employee with regard to this situation</li> <li>• identification of the hazards and potential risks for this situation and outline of controls that may minimise these risks</li> <li>• appropriate safe work practices for staging activities</li> <li>• potential costs associated with workplace injuries in the entertainment industry.</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>CUESTA05A Apply a general knowledge of staging to work activities</i></p> <p><b>1 Prepare stage area</b></p> <p>1.1 Refer to stage plan and consult with supervisor to obtain details of work requirements</p> <p>1.4 Liaise with other production personnel to ensure timing of staging installation is appropriate in relation to other production requirements</p>	<p><b>Working in a staging environment</b></p> <p>Understanding of a range of staging options for different venue types and entertainment industry contexts:</p> <ul style="list-style-type: none"> <li>• live performance</li> <li>• theatre</li> <li>• corporate/events</li> <li>• multimedia presentations</li> <li>• indoor and outdoor venues.</li> </ul> <p>An awareness of the roles and responsibilities of staging and production personnel within the overall production including:</p> <ul style="list-style-type: none"> <li>• managers <ul style="list-style-type: none"> <li>– production</li> <li>– technical</li> <li>– stage</li> <li>– venue</li> </ul> </li> <li>• set designer</li> <li>• set builder</li> <li>• prop builder</li> <li>• scenic artists</li> <li>• stage crew</li> <li>• directors</li> <li>• designers</li> <li>• technical specialists.</li> </ul> <p>Principles of team work and working with others to achieve production goals.</p>	<p>Discuss the role of the staging department within an entertainment production.</p> <p>Brainstorm different venue types and identify the differences in their requirements for staging.</p> <p>Conduct an internet search of the following:</p> <ul style="list-style-type: none"> <li>• stage types</li> <li>• performance venues in Australia for a variety of events.</li> </ul> <p>Develop descriptions of the roles and responsibilities of staging personnel and lines of accountability.</p> <p>Link to Task 1.</p> <p>Team work activity – divide class into groups. Give each group a newspaper, roll of tape, marking pen and piece of string. Each group has five minutes to create a costume using only the equipment given.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
		<p>Discuss the following and report back to the class:</p> <ul style="list-style-type: none"> <li>• how well did your group work together to complete the task?</li> <li>• what are the key principals of successful teamwork?</li> <li>• what are some factors that can hinder the success of a team?</li> </ul>
<p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>1 Follow workplace procedures on health, safety and security</b></p> <p>1.1 Comply with health, safety and security procedures in accordance with organisational policy, relevant legislation, insurance requirements and safety plan where appropriate</p> <p>1.2 Identify and promptly report breaches of health, safety and security procedures</p> <p><b>3 Maintain personal safety standards</b></p> <p>3.4 Assist in maintaining workplace in a safe condition</p> <p><b>4 Provide feedback on health, safety and security</b></p> <p>4.2 Raise occupational health and safety issues with the designated person in accordance with organisation and legislative requirements</p> <p><i>CUESTA05A Apply a general knowledge of staging to work activities</i></p> <p><b>2 Lay up floor and position set pieces</b></p> <p>2.3 Follow appropriate safety procedures when laying floor positioning set pieces</p> <p><i>THHGHS03B Provide first aid</i></p>	<p><b>OHS Legislation</b></p> <p>A basic understanding of occupational health and safety (OHS) legislation including:</p> <ul style="list-style-type: none"> <li>• <i>Occupational Health and Safety Act 2000</i> (NSW)</li> <li>• <i>Occupational Health and Safety Regulations 2001</i> (NSW)</li> <li>• <i>Workers Compensation Act 1987</i> (NSW) (as amended)</li> <li>• <i>Workplace Injury Management and Workers Compensation Act 1998</i> (NSW).</li> </ul> <p>An awareness of employer responsibilities under the OHS Act including the following:</p> <ul style="list-style-type: none"> <li>• maintain places of work under their control in a safe condition, and ensure safe entrances and exits</li> <li>• make arrangements to ensure the safe handling, storage and transport of plant and substances</li> <li>• provide and maintain systems of work and work environments that are safe and without risks to health</li> <li>• provide information, instruction, training and supervision necessary to ensure the health and safety of employees</li> <li>• provide adequate facilities for the welfare of employees</li> <li>• must not require employees to pay for anything done or provided to meet specific requirements made under the Act or Regulation</li> <li>• must consult with employees about OHS matters to</li> </ul>	<p>Define the term ‘occupational health and safety’ (OHS).</p> <p>Handout – summary of key points followed by class discussion.</p> <p>In small groups develop a brochure for one of the Acts listed to inform future employees of the entertainment industry about the Act.</p> <p>Discuss OHS legislation in terms of the employer and employee responsibilities.</p> <p>Students develop a poster to be displayed in the workplace detailing one employer and one employee responsibility.</p> <p>Link to Task 3.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><b>4 Prepare required documentation</b></p> <p>4.1 Document emergency situations according to enterprise procedures</p> <p>4.2 Provide reports which are clear, accurate and within required time frames</p>	<p>enable them to contribute to decisions affecting their health, safety and welfare</p> <ul style="list-style-type: none"> <li>• ensure the health and safety of visitors or people working who are not employees.</li> </ul> <p>An awareness of employee responsibilities under the OHS Act including the following:</p> <ul style="list-style-type: none"> <li>• employees must take reasonable care of the health and safety of themselves and others</li> <li>• employees must cooperate with employers in their efforts to comply with occupational health and safety requirements</li> <li>• employees must not interfere with or misuse things provided for the health, safety or welfare of persons at work</li> <li>• employees must not obstruct attempts to give aid or attempts to prevent serious risk to the health and safety of a person at work</li> <li>• employees must not refuse a reasonable request to assist in giving aid or preventing a risk to health and safety</li> <li>• employees must not disrupt workplace by creating false health or safety fears.</li> </ul> <p>A basic awareness of industry safety guidelines:</p> <ul style="list-style-type: none"> <li>• <i>Safety Guidelines for the Entertainment Industry 2001</i></li> <li>• <i>Film Industry Recommended Safety Code 1983</i></li> <li>• <i>Film and Television Industry Safety Guidance Notes 1995.</i></li> </ul>	<p>Class discussion. Review the industry safety guidelines listed.</p> <p>Using the guidelines discuss safe work practices for the following situations:</p> <ul style="list-style-type: none"> <li>• working with ladders</li> <li>• working in confined spaces</li> <li>• working in extreme temperatures</li> <li>• working with scaffolding and constructed stage elements.</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<p>A general awareness of safety requirements for entertainment venues:</p> <ul style="list-style-type: none"> <li>• building codes</li> <li>• maximum patron numbers</li> <li>• hours of operation</li> <li>• noise and lighting levels</li> <li>• fire hazard minimisation.</li> </ul> <p>Organisation/enterprise OHS policies and procedures. Understanding of the implications of disregarding established procedures.</p> <p>An awareness of key bodies involved in OHS, their role and function:</p> <ul style="list-style-type: none"> <li>• WorkCover NSW</li> <li>• Australian Entertainment Industry Association (AEIA).</li> </ul>	<p>Brainstorm a list of areas in the entertainment industry that are regulated.</p> <p>Students investigate the specific safety requirements for a range of entertainment venues in the local area such as:</p> <ul style="list-style-type: none"> <li>• community halls</li> <li>• churches</li> <li>• school halls</li> <li>• outdoor venues</li> <li>• shopping centre performance spaces.</li> </ul> <p>Guest peaker – safety requirements. Speakers invited may be from:</p> <ul style="list-style-type: none"> <li>• fire brigade</li> <li>• police</li> <li>• security companies</li> <li>• technical and production companies</li> <li>• local council.</li> </ul> <p>Discuss the reasons for differences in individual organisation/enterprise’s OHS policies and procedures.</p> <p>Brainstorm the potential consequences for the employer, employee and patrons if OHS policies and procedures are disregarded.</p> <p>Collate a media file of OHS incidents in the entertainment industry.</p> <p>Visit WorkCover website <a href="http://www.workcover.nsw.gov.au">www.workcover.nsw.gov.au</a> and review ‘about us’ to identify the role and function of WorkCover.</p> <p>Visit the AEIA website <a href="http://www.aeia.org.au">www.aeia.org.au</a> and review ‘activities and services’ to identify their role and function in relation to OHS.</p> <p>Summarise key points and discuss as a class group.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<p>The concept of ‘participation’ and ‘consultation’ as it relates to workplace safety and employee rights and responsibilities.</p> <p>An understanding of the election/formation, role and responsibilities of the OHS representative or committee in the workplace.</p> <p>An understanding of the following forms of insurance:</p> <ul style="list-style-type: none"> <li>• worker’s compensation</li> <li>• public liability.</li> </ul>	<p>Class discussion.</p> <p>Explain and discuss the role and responsibilities of the OHS committee in the workplace.</p> <p>Discuss the requirements for an OHS committee:</p> <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• composition</li> <li>• key groups</li> <li>• key responsibilities.</li> </ul> <p>Guest speaker – a representative from the school OHS committee to discuss the structure and the actions of the committee.</p> <p>In groups, form hypothetical OHS committees for an entertainment workplace. Conduct a mock audit of the school facilities for the entertainment course.</p> <p>Discuss the benefit of an OHS committee for employers and employees.</p> <p>Explain the main features of the different forms of insurance:</p> <ul style="list-style-type: none"> <li>• explain differences</li> <li>• identify situations in the workplace that they may apply to.</li> </ul> <p>Prepare a brochure for new employees explaining the differences between the types of insurance.</p> <p>Students identify the type of insurance that would apply in the following situations:</p> <ul style="list-style-type: none"> <li>• an employee injured lifting a heavy staging element</li> <li>• a worker suffering stress from working long hours</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<p>A basic awareness of monitoring and reporting for OHS:</p> <ul style="list-style-type: none"> <li>• formal/informal</li> <li>• verbal</li> <li>• written                             <ul style="list-style-type: none"> <li>– safety inspection reports</li> <li>– checklists</li> <li>– accident reports</li> <li>– WorkCover NSW notification</li> <li>– registers/logs/files.</li> </ul> </li> </ul> <p>Documentation for reporting and recording the incident:</p> <ul style="list-style-type: none"> <li>• accident report form</li> <li>• WorkCover NSW notification form</li> <li>• First aid register.</li> </ul> <p>How and when to report.</p>	<ul style="list-style-type: none"> <li>• an employee injured while travelling home from work</li> <li>• a patron requiring medical attention claiming a severe reaction to a smoke machine.</li> </ul> <p>Discuss a range of procedures for monitoring and reporting OHS.</p> <p>Discuss the pros and cons of:</p> <ul style="list-style-type: none"> <li>• formal versus informal monitoring</li> <li>• verbal versus written reporting.</li> </ul> <p>Review a range of documentation for recording and reporting OHS incidents.</p> <p>Provide students with a blank WorkCover accident form. Students are to practise completing. Discuss and explain the purpose of the form and the legal requirements for filling it out.</p> <p>Fill out an OHS register/log and discuss the importance of accuracy when recording details.</p> <p>Design a pro-forma for each of the following:</p> <ul style="list-style-type: none"> <li>• accident or illness report</li> <li>• first aid register</li> <li>• checklist for use of stage machinery</li> <li>• maintenance log.</li> </ul> <p>Class discussion.</p>
<p><i>CUESTA05A Apply a general knowledge of staging to work activities</i></p> <p><b>2 Lay up floor and position set pieces</b> 2.3 Follow appropriate safety procedures when laying floor positioning set pieces</p>	<p><b>Workplace hazards</b></p> <p>Basic awareness of hazard identification, risk management and first aid requirements under <i>Occupational Health and Safety Regulation 2001</i> (NSW)</p>	<p>Class discussion of the concepts of hazard identification and risk assessment and the legislative requirements for these.</p>

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<p><i>THHGHS03B Provide first aid</i></p> <p><b>1 Assess the situation</b></p> <p>1.1 Identify physical hazards and risks to personal and others' health and safety</p> <p>1.2 Minimise immediate risk to self and casualty's health and safety by controlling hazards in accordance with occupational health and safety requirements</p> <p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>1 Follow workplace procedures on health, safety and security</b></p> <p>1.3 Work safely and ensure that all work activities are undertaken in a safe manner and do not present a hazard to fellow workers or the public</p> <p><b>3 Maintain personal safety standards</b></p> <p>3.4 Assist in maintaining workplace in a safe condition</p> <p><b>4 Provide feedback on health, safety and security</b></p> <p>4.1 Identify occupational health and safety issues requiring attention</p>	<p>A basic understanding of:</p> <ul style="list-style-type: none"> <li>• risk management                             <ul style="list-style-type: none"> <li>– identify hazards</li> <li>– assess risks</li> <li>– control risk</li> </ul> </li> <li>• risk control strategies                             <ul style="list-style-type: none"> <li>– elimination</li> <li>– substitution</li> <li>– mitigation</li> <li>– isolation</li> <li>– engineering controls</li> <li>– administrative procedures</li> <li>– personal protective equipment (PPE).</li> </ul> </li> </ul> <p>An awareness of hazards in a staging environment.</p> <p>Physical and personal hazards including:</p> <ul style="list-style-type: none"> <li>• workplace hazards – fire, pyrotechnics, machinery and violent persons</li> <li>• environmental hazards – electrical faults, chemical spills, fires, slippery surfaces, water damage and fumes</li> <li>• proximity of other people</li> <li>• hazards associated with the casualty management processes.</li> </ul>	<p>Students work in teams to undertake a mini safety audit to identify hazards in the school environment including:</p> <ul style="list-style-type: none"> <li>• playground</li> <li>• classrooms</li> <li>• canteen</li> <li>• entertainment facilities.</li> </ul> <p>Follow up this activity with class discussion of appropriate management strategies for the identified hazards. Students record observations and management strategies.</p> <p>Identify the steps involved in a basic risk assessment and discuss strategies to control or eliminate risk in the workplace.</p> <p>In small groups undertake risk assessments for a variety of workplace situations.</p> <p>Compile a glossary of terms relating to risk management and control.</p> <p>Brainstorm possible hazards particular to a staging environment and assess the level of risk they pose.</p> <p>Design a poster to be displayed in the workplace to warn workers about common staging hazards.</p> <p>Design a safety checklist and use it to conduct a safety audit for the school's entertainment venue.</p> <p>Prepare a report identifying strategies to control and eliminate the risks identified.</p>

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	<p>Identification of potential hazards to:</p> <ul style="list-style-type: none"> <li>• self</li> <li>• colleagues</li> <li>• patrons</li> <li>• individuals with special needs.</li> </ul> <p>Risks including:</p> <ul style="list-style-type: none"> <li>• worksite equipment, machinery and substances</li> <li>• handling hazardous substances including bodily fluids</li> <li>• risk of further injury to the casualty</li> <li>• risks associated with the proximity of other workers and bystanders.</li> </ul> <p>Knowledge of designated personnel in relation to hazard identification and control within an enterprise/organisation.</p>	<p>Use the result of the safety audit (above) to identify the individuals who might be affected by the identified hazards.</p> <p>Brainstorm types of risks in the entertainment industry and those particular to a staging environment.</p> <p>Identify the personnel responsible for identification and control for a number of examples of workplace hazards.</p>
<p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>1 Follow workplace procedures on health, safety and security</b></p> <p>1.3 Work safely and ensure that all work activities are undertaken in a safe manner and do not present a hazard to fellow workers or the public</p> <p><i>CUESTA05A Apply a general knowledge of staging to work activities</i></p> <p><b>2 Lay up floor and position set pieces</b></p> <p>2.3 Follow appropriate safety procedures when laying floor and positioning set pieces</p>	<p><b>Safe work practices</b></p> <p>An awareness of appropriate OHS procedures/strategies when undertaking activities in an entertainment environment including staging:</p> <ul style="list-style-type: none"> <li>• selection, use and maintenance of personal protective equipment (PPE)</li> <li>• sufficient rest and hydration</li> <li>• basic first aid training and access to first aid kits</li> <li>• safe work methods/practices and procedures for using tools and equipment</li> <li>• access to appropriate communication devices</li> <li>• safety signs/symbols</li> <li>• awareness of environmental hazards</li> <li>• appropriate light and ventilation</li> <li>• safe removal of hazardous waste</li> <li>• safe use of detergents and chemicals</li> <li>• emergency plans</li> <li>• stage mechanics.</li> </ul>	<p>Discuss the safety issues to be considered when undertaking staging activities in an entertainment environment.</p> <p>Review a range of strategies to ensure safety including manual handling/lifting procedures, personal protection equipment (PPE), staff training and risk assessment strategies.</p> <p>Implement a range of OHS procedures on an ongoing basis during practical staging activities.</p> <p>Review a range of safety signs and universal symbols and identify their purpose.</p> <p>Design a checklist for the safe use of a piece of staging equipment in the entertainment industry.</p>

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		<p>Students work in groups on the following scenario to identify safe work practices and procedures:</p> <ul style="list-style-type: none"> <li>• a truck has delivered a number of road cases containing props. On arrival these cases have to be unloaded and stored in appropriate positions for easy access during the production.</li> </ul>
<p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>3 Maintain personal safety standards</b></p> <p>3.1 Use appropriate safety clothing, footwear and personal protection equipment</p>	<p><b>Personal Protective Equipment (PPE)</b></p> <p>Awareness of a range of PPE and its purpose:</p> <ul style="list-style-type: none"> <li>• footwear</li> <li>• head protection</li> <li>• gloves</li> <li>• overalls</li> <li>• apron</li> <li>• respirator</li> <li>• face mask</li> <li>• hearing protection</li> <li>• eye protection</li> <li>• sunscreen.</li> </ul> <p>Importance of correct fitting PPE.</p> <p>Maintenance of PPE according to manufacturer’s instructions and enterprise/organisation standard operating procedures (SOP):</p> <ul style="list-style-type: none"> <li>• cleaning and decontamination</li> <li>• correct storage</li> <li>• regular checks for damage</li> <li>• repair/replacement of worn, malfunctioning or damaged equipment/parts</li> <li>• disposal of single-use equipment.</li> </ul>	<p>Compile a list of PPE including its purpose and applications.</p> <p>Select PPE for particular entertainment tasks and demonstrate its appropriate use in line with manufacturers’ instructions.</p> <p>Demonstration and practice adjusting a variety of PPE to ensure correct fit.</p> <p>Class discussion of the consequences of incorrect fit of PPE.</p> <p>Class discussion.</p>

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<p><i>CUESTA05A Apply a general knowledge of staging to work activities</i></p> <p><b>1 Prepare stage area</b></p> <p>1.1 Refer to stage plan and consult with supervisor to obtain details of work requirements</p> <p>1.2 Identify the need for general clearing and cleaning of stage area and take appropriate action</p> <p>1.3 Mark out stage accurately in accordance with stage plan and direction from supervisor</p> <p><b>2 Lay up floor and position set pieces</b></p> <p>2.1 Lay up floor in accordance with stage plan and directions from supervisor</p> <p>2.2 Move and assemble set pieces in accordance with stage plan and directions from supervisor</p> <p>2.4 Identify any adjustments required in consultation with supervisor and other personnel and take appropriate action</p> <p>2.5 Clean up and clean surrounding areas to ensure safe work space for all personnel</p> <p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>3 Maintain personal safety standards</b></p> <p>3.3 Carry out all manual handling in accordance with legal requirements, enterprise policies and national health and safety guidelines</p>	<p><b>Staging set up</b></p> <p>An understanding of the purpose and importance of marking out the stage.</p> <p>Marking out the stage using stage plans:</p> <ul style="list-style-type: none"> <li>• performer positions</li> <li>• set/prop positions</li> <li>• equipment.</li> </ul> <p>Stage plan specifications:</p> <ul style="list-style-type: none"> <li>• stage area drawn to scale</li> <li>• ground plan showing stage area with masking and scenic items.</li> </ul> <p>Identify requirements specified in stage plan:</p> <ul style="list-style-type: none"> <li>• stage types <ul style="list-style-type: none"> <li>– proscenium</li> <li>– in the round</li> <li>– end on</li> <li>– thrust</li> <li>– transverse</li> </ul> </li> <li>• stage machinery <ul style="list-style-type: none"> <li>– revolves</li> <li>– elevated work platforms</li> </ul> </li> <li>• stage geography <ul style="list-style-type: none"> <li>– prompt side (PS)</li> <li>– upstage (US)</li> <li>– downstage (DS)</li> <li>– on/offstage</li> <li>– stage right/left (SR/SL)</li> <li>– scenery dock</li> </ul> </li> <li>• performance space measurements and dimensions</li> <li>• entrances/exits</li> </ul>	<p>Discuss the reasons for having an accurately marked out stage area and the consequences of incorrect marking out.</p> <p>Students work in teams to mark out a performance space using a simple stage plan which contains a variety of elements including centre line and setting line.</p> <p>Students complete a scale drawing of a performing area they will use which includes set elements including:</p> <ul style="list-style-type: none"> <li>• rigging systems – flats, lights and sound equipment</li> <li>• exits</li> <li>• wings.</li> </ul> <p>Brainstorm the information specified in a stage plan.</p> <p>Identify different stage types and stage geography.</p> <p>Visit a number of performing spaces and identify stage types, positions and staging elements.</p> <p>Develop a glossary of staging terminology including stage set pieces.</p> <p>Interpret the elements of a stage plan for a production within the school.</p> <p>Using a stage plan take basic stage and staging measurements.</p> <p>Demonstration by trained personnel of staging equipment that students are not permitted to use:</p> <ul style="list-style-type: none"> <li>• tallescope</li> </ul>

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	<ul style="list-style-type: none"> <li>• site lines</li> <li>• sets</li> <li>• masking.</li> </ul> <p>General knowledge of stage set pieces:</p> <ul style="list-style-type: none"> <li>• scenery                             <ul style="list-style-type: none"> <li>– framed</li> <li>– weight-bearing</li> <li>– non-weight-bearing</li> <li>– soft</li> </ul> </li> <li>• furniture and other set props</li> <li>• revolves</li> <li>• trucks.</li> </ul> <p>Work requirements for moving and assembling set pieces on stage:</p> <ul style="list-style-type: none"> <li>• run and float a flat</li> <li>• lash/toggle flats together</li> <li>• pinhinge flats together</li> <li>• correct use of screws and bolts</li> <li>• use of correct knots                             <ul style="list-style-type: none"> <li>– bowline</li> <li>– clove hitch</li> <li>– half-hitch</li> <li>– reef knot</li> <li>– rolling hitch</li> <li>– truckies hitch</li> <li>– overhand knot</li> <li>– figure of eight knot</li> <li>– single</li> <li>– double</li> <li>– whippings</li> <li>– rope seizing.</li> </ul> </li> </ul> <p>Methods of tying cloths, drapes and tabs to a barrel:</p> <ul style="list-style-type: none"> <li>• legs</li> </ul>	<ul style="list-style-type: none"> <li>• rigging equipment</li> <li>• other equipment for working at heights.</li> </ul> <p>Identify a range of set pieces and stage furniture (review pictures of each identified component) and discuss the main safety issues associated with their use.</p> <p>Watch videos/live performances of a range of different styles of shows to observe the different use of sets.</p> <p>Handout of instructions for the assembly of set pieces.</p> <p>Discuss the merits of a range of methods for moving and assembling set pieces.</p> <p>Students search the internet to find sites demonstrating knots and methods for tying them.</p> <p>Construction of a knot board for display in the room.</p> <p>Students practise tying a range of knots and use appropriate knots to lash flats and other available stage elements.</p> <p>Individually and in groups students practise assembling set pieces on stage.</p> <p>Practical demonstration.</p>

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	<ul style="list-style-type: none"> <li>• borders</li> <li>• scrims</li> <li>• gauzes</li> <li>• cycloramas.</li> </ul> <p>Awareness of correct manual handling techniques when:</p> <ul style="list-style-type: none"> <li>• moving</li> <li>• lifting/carrying items</li> <li>• using hand tools</li> <li>• loading/unloading</li> <li>• working at heights</li> <li>• bending and twisting</li> <li>• using mechanical aids</li> <li>• undertaking repetitious tasks.</li> </ul> <p>Understanding of the purpose of laying the floor.</p> <p>Materials for floor laying including:</p> <ul style="list-style-type: none"> <li>• floor cloths/cladding</li> <li>• dance floors</li> <li>• carpet</li> <li>• masonite</li> <li>• vinyl.</li> </ul> <p>Cleaning and clearing of areas:</p> <ul style="list-style-type: none"> <li>• stage</li> <li>• wings</li> </ul>	<p>Discuss the importance of correct manual handling and the consequences of incorrect manual handling.</p> <p>Visit <a href="http://www.workcover.nsw.gov.au">www.workcover.nsw.gov.au</a>, select ‘Workers’ then ‘young workers’, and select ‘safety zone’. Students explore this interactive site viewing moving and handling.</p> <p>Discuss appropriate manual handling techniques for the movement of a range of staging equipment and machinery.</p> <p>Demonstrate correct manual handling techniques including lifting and carrying items.</p> <p>Students prepare a manual handling checklist to be used to evaluate each other’s manual handling demonstration.</p> <p>Discuss the purpose of laying the floor and identify OHS issues to consider.</p> <p>Discuss a variety of types of floor coverings and their use in the entertainment industry.</p> <p>Observe different types of flooring using a range of resources including photographs, internet and videos.</p> <p>Give students the opportunity to practise laying flooring such as tarquet.</p> <p>Discuss the importance of cleaning and clearing the stage and entertainment venue including OHS issues such as:</p> <ul style="list-style-type: none"> <li>• working in wet conditions</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• dressing rooms</li> <li>• orchestra pit.</li> </ul>	<ul style="list-style-type: none"> <li>• working with hazardous materials such as cleaning products</li> <li>• using appropriate PPE.</li> </ul>
<p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>1 Follow workplace procedures on health, safety and security</b></p> <p>1.1 Comply with health, safety and security procedures in accordance with organisational policy, relevant legislation, insurance requirements and safety plan where appropriate</p> <p><b>3 Maintain personal safety standards</b></p> <p>3.2 Undertake measures to prevent injury or impairment related to workplace activities and control workplace hazards</p> <p><i>THHGHS03B Provide first aid</i></p> <p><b>2 Apply basic first aid techniques</b></p> <p>2.2 Provide first aid to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures</p>	<p><b>Workplace accidents and injuries</b></p> <p>An understanding of the difference between health, safety and security.</p> <p>An awareness of the cost of workplace injury:</p> <ul style="list-style-type: none"> <li>• human</li> <li>• social</li> <li>• economic</li> <li>• organisational.</li> </ul> <p>Basic understanding of anatomy and physiology.</p> <p>A range of potential workplace injuries:</p> <ul style="list-style-type: none"> <li>• abdominal trauma</li> <li>• allergic reactions</li> <li>• heat exhaustion</li> <li>• choking</li> <li>• cardio-vascular failure</li> <li>• dislocations and fractures</li> <li>• poisoning</li> <li>• medical conditions including epilepsy, diabetes and asthma</li> <li>• eye injuries</li> <li>• head injuries</li> <li>• chemical injuries</li> <li>• machine injuries</li> <li>• neck and spinal injuries</li> <li>• puncture wounds, cuts and abrasions</li> <li>• electric shock</li> <li>• smoke inhalation</li> </ul>	<p>Definitions of health, safety and security.</p> <p>Brainstorm the costs of workplace injury to both the employer and employee.</p> <p>Write a newspaper article informing the public about the costs of workplace injury.</p> <p>Handout of diagrams. Review and discuss.</p> <p>In groups students brainstorm a list of injuries that can occur in the entertainment workplace.</p> <p>Keep a media file of workplace injuries.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• sprains and strains</li> <li>• burns and scalds</li> <li>• falls</li> <li>• bites or stings</li> <li>• occupational overuse syndrome (OOS).</li> </ul> <p>An awareness of a range of signs/symptoms of potential workplace injuries:</p> <ul style="list-style-type: none"> <li>• unconsciousness</li> <li>• confusion</li> <li>• tremors</li> <li>• rigidity</li> <li>• numbness</li> <li>• inability to move body parts</li> <li>• pain</li> <li>• delirium</li> <li>• bleeding</li> <li>• nausea/vomiting</li> <li>• difficulty breathing.</li> </ul> <p>Causes of common workplace injuries:</p> <ul style="list-style-type: none"> <li>• lack of protection and safety equipment</li> <li>• poor housekeeping</li> <li>• poor maintenance</li> <li>• inadequate lighting</li> <li>• spills and obstructions</li> <li>• faulty or incorrect equipment</li> <li>• poor ergonomics</li> <li>• inadequate instruction, training and supervision</li> <li>• personal factors including stress, tiredness and inappropriate behaviour</li> <li>• unrealistic timeframes</li> <li>• negligence</li> <li>• fatigue.</li> </ul>	<p>Identify and discuss signs/symptoms of potential workplace injuries.</p> <p>Brainstorm causes of potential injuries in the entertainment industry.</p> <p>Students develop a chart containing the following information:</p> <ul style="list-style-type: none"> <li>• possible injuries</li> <li>• symptoms</li> <li>• potential cause/hazard</li> <li>• possible prevention strategies.</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<p>Measures to prevent common workplace accidents, injury or impairment:</p> <ul style="list-style-type: none"> <li>• following safety procedures accurately</li> <li>• adopting correct posture and manual handling techniques</li> <li>• taking adequate rest breaks</li> <li>• controlling noise/sound levels and length of exposure to high levels of noise</li> <li>• using PPE</li> <li>• avoiding eye strain</li> <li>• correct use of chemical and dangerous substances/equipment</li> <li>• stress management techniques</li> <li>• safe use of tools, machinery and equipment</li> <li>• procedures to deal with emergency, fire and accidents</li> <li>• risk management               <ul style="list-style-type: none"> <li>– identify hazard</li> <li>– assess associated risks</li> <li>– use appropriate control measures to eliminate/minimise risks</li> <li>– monitor and review the control measure.</li> </ul> </li> </ul>	<p>Class discussion.</p> <p>Explain management of a variety of common injury situations.</p> <p>Divide class into groups. Allocate a potential accident, injury or impairment to each group who will design a safety poster on A4 paper suitable for display in the classroom.</p>
<p><i>THHGHS03B Provide first aid</i></p> <p><b>1 Assess the situation</b> 1.3 Assess the situation and decide on actions required, promptly</p> <p><b>2 Apply basic first aid techniques</b> 2.1 Assess the casualty’s physical condition and visible vital signs 2.3 Use available first aid equipment as appropriate</p>	<p><b>Basic first aid</b></p> <p>Definition of first aid treatment – defined in common law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.</p> <p>Assessing the situation and deciding on actions required including:</p> <ul style="list-style-type: none"> <li>• established first aid principles               <ul style="list-style-type: none"> <li>– DRABC – danger, response, airway, breathing and circulation</li> </ul> </li> <li>• general principles of first aid management:</li> </ul>	<p>Discuss the concept of first aid and develop a definition for first aid treatment.</p> <p>Review NSW requirements for formal recognition of first aid credentials including requirements for currency.</p> <p>Invite a representative from St John’s Ambulance (or a similar organisation) to demonstrate basic first aid procedures including:</p> <ul style="list-style-type: none"> <li>• first aid and emergency equipment</li> <li>• assessment and first aid actions</li> <li>• DRABC</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>– location and nature of the work environment</li> <li>– environmental conditions and situations (electricity, biological risks, weather and terrain, motor vehicle accidents)</li> <li>– the level of knowledge, skills, training and experience of the person administering first aid</li> <li>– familiarity with particular injuries</li> <li>– legal issues that affect the provision of first aid in different industry sectors</li> <li>– the characteristics of the site where the injury occurs</li> <li>– the nature of the injury and its cause</li> <li>– infection control procedures</li> <li>– bleeding control</li> <li>– availability of first aid equipment, medications and kits or other suitable alternative aids</li> <li>– proximity and availability of trained paramedical and medical/health professional assistance</li> <li>– the patient’s cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate, breathing rates, circulation and consciousness</li> <li>– unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.</li> </ul> <p>First aid and emergency equipment:</p> <ul style="list-style-type: none"> <li>• first aid kit</li> <li>• pressure and other bandages</li> <li>• thermometers</li> <li>• eyewash</li> <li>• thermal blankets</li> <li>• pocket face masks</li> <li>• rubber gloves</li> <li>• dressings</li> <li>• fire extinguishers</li> <li>• communication equipment such as mobile phones.</li> </ul>	<ul style="list-style-type: none"> <li>• bleeding control</li> <li>• dealing with unconscious casualties.</li> </ul> <p>Discuss a range of procedures for dealing with injuries and accidents in the entertainment workplace.</p> <p>Students demonstrate basic first aid procedures for a range of common workplace injuries.</p> <p>Link to Task 2.</p> <p>In groups develop a lists of appropriate equipment for inclusion in first aid kits suitable for a number of indoor and outdoor entertainment venues.</p> <p>Examine the contents of the school first aid kit and identify its contents including the name and use of each piece of equipment.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>2 Deal with emergency situations</b></p> <p>2.1 Recognise emergency and potential emergency situations, and determine and take required action within scope of individual responsibility</p> <p>2.2 Follow emergency procedures in accordance with organisational procedures</p> <p><i>THHGHS03B Provide first aid</i></p> <p><b>1 Assess the situation</b></p> <p>1.4 Seek assistance from appropriate others, as required and at the appropriate time</p>	<p><b>Emergency situations</b></p> <p>Emergency situations:</p> <ul style="list-style-type: none"> <li>• bomb threats</li> <li>• accidents/serious injury</li> <li>• robbery</li> <li>• fire</li> <li>• armed hold-up</li> <li>• natural disasters</li> <li>• equipment collapse</li> <li>• overcrowding.</li> </ul> <p>Fire hazards and workplace fire hazard minimisation procedures.</p> <p>Procedures to follow in the event of an emergency including:</p> <ul style="list-style-type: none"> <li>• notification <ul style="list-style-type: none"> <li>– appropriate authorities (emergency services and WorkCover NSW)</li> <li>– colleagues</li> <li>– supervisor</li> </ul> </li> <li>• enterprise/organisation policies and procedures</li> </ul>	<p>Brainstorm types of emergency situations.</p> <p>Develop a mind map for each emergency situation identifying the potential risks they may pose.</p> <p>Discuss the ways in which people, both employees and patrons, may react to emergency situations.</p> <p>Discuss the implications of disregarding emergency procedures.</p> <p>Students are given a number of scenarios to role-play dealing with emergency situations in an entertainment context. Scenarios may include:</p> <ul style="list-style-type: none"> <li>• a patron has spilt hot tea over themselves in a crowded foyer</li> <li>• an electrical fault in a lantern sparks a small fire in a stage tab</li> <li>• the lead singer of a rock group has collapsed during a performance in an outdoor concert venue.</li> </ul> <p>Class discussion to identify fire hazards particular to the entertainment industry.</p> <p>Guest speaker – Fire Brigade to discuss procedures for fire hazard minimisation.</p> <p>Review the school’s emergency evacuation plan and discuss the need for and use of the evacuation plan.</p> <p>Develop a flow chart of procedures for dealing with emergencies to be displayed in the workplace.</p> <ul style="list-style-type: none"> <li>• Identify the most appropriate procedures to follow in the case of an emergency for a number of</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>– evacuation</li> <li>– secure building</li> <li>• reporting.</li> </ul> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul> <p>Assistance, as appropriate to emergency:</p> <ul style="list-style-type: none"> <li>• maintaining site safety and minimising the risk of further injury or injury to others</li> <li>• making the casualty comfortable and ensuring maximum safety</li> <li>• assessment of injury situations</li> <li>• providing first aid including managing bleeding through the application of tourniquets, pressure and dressings</li> <li>• giving CPR and mouth-to-mouth resuscitation</li> <li>• giving reassurance and comfort</li> <li>• raising the alarm with emergency services or health professionals</li> <li>• removing debris.</li> </ul>	<p>entertainment industry scenarios.</p> <p>Workplace scenario – bomb threat:</p> <ul style="list-style-type: none"> <li>• develop a pro-forma to be used by staff if a telephone bomb threat is received</li> <li>• identify strategies to be considered when dealing with a bomb threat</li> <li>• identify the potential threat to staff, performers and patrons.</li> </ul> <p>In pairs, students develop mind maps of the chain of authority in a range of entertainment situations.</p> <p>Class to evaluate and discuss appropriate responses and alternatives.</p>
<p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>1 Follow workplace procedures on health, safety and security</b></p>	<p><b>Security breaches</b></p> <p>An awareness of breaches that require attention:</p> <ul style="list-style-type: none"> <li>• disruption to performance</li> <li>• strange or suspicious persons</li> </ul>	<p>Brainstorm possible breaches of security in a range of entertainment situations.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p>1.2 Identify and promptly report breaches of health, safety and security procedures</p>	<ul style="list-style-type: none"> <li>• broken or malfunctioning equipment</li> <li>• damaged property or fittings</li> <li>• lack of suitable signage</li> <li>• lack of training on OHS issues</li> <li>• unsafe work practices</li> <li>• loss of keys</li> <li>• loss of property, goods or materials.</li> </ul>	<p>Identify a variety of forms of security. Discuss ways to maintain security in an entertainment environment.</p> <p>Role-play scenarios dealing with security issues in an entertainment context such as:</p> <ul style="list-style-type: none"> <li>• a suspicious person is loitering near the box office carrying a cardboard box</li> <li>• some valuable props have disappeared from the props table at the end of a performance.</li> </ul>
<p><i>CUFSAF01B Follow health, safety and security procedures</i></p> <p><b>2 Deal with emergency situations</b></p> <p>2.3 Seek assistance from colleagues and/or authorities where appropriate</p> <p>2.4 Report details of emergency situations accurately as required in accordance with organisational policy</p> <p><i>THHGH03B Provide first aid</i></p> <p><b>1 Assess the situation</b></p> <p>1.4 Seek assistance from appropriate others, as required and at the appropriate time</p> <p><b>3 Monitor the situation</b></p> <p>3.1 Identify and notify back-up services appropriate to the situation</p> <p>3.2 Convey information about the patient's condition accurately and clearly to emergency services personnel or health professionals</p>	<p><b>Seeking assistance in an accident/emergency</b></p> <p>How and when to seek assistance.</p> <p>Duty of care to patient.</p> <p>The role of:</p> <ul style="list-style-type: none"> <li>• first aid officers</li> <li>• safety officers</li> <li>• security officers</li> <li>• emergency services personnel</li> <li>• WorkCover NSW.</li> </ul> <p>Appropriate personnel to seek assistance from:</p> <ul style="list-style-type: none"> <li>• health professionals</li> <li>• experienced colleagues</li> <li>• customers</li> <li>• supervisor</li> <li>• manager</li> <li>– stage</li> </ul>	<p>Guest speaker – emergency services personnel (fire or ambulance).</p> <p>Discuss appropriate steps for seeking assistance in a range of situations.</p> <p>Define duty of care.</p> <p>Case study.</p> <p>Develop a glossary of emergency/first aid personnel outlining the role for each and the types of situation they may respond to.</p> <p>Class discussion.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>- floor</li> <li>- technical operations.</li> </ul> <p>Methods of alerting others and formally reporting emergency situations through written and verbal processes.</p> <p>Knowledge of emergency contact numbers:</p> <ul style="list-style-type: none"> <li>• ‘000’ – landline phones</li> <li>• ‘112’ – mobile phones.</li> </ul> <p>An awareness of information required by emergency services attending the site:</p> <ul style="list-style-type: none"> <li>• location</li> <li>• nearest cross-street</li> <li>• nature of the incident</li> <li>• number of casualties</li> <li>• nature of injuries</li> <li>• contact name and number.</li> </ul> <p>Back-up services to be notified as appropriate to situation:</p> <ul style="list-style-type: none"> <li>• emergency services personnel</li> <li>• health professionals</li> <li>• colleagues.</li> </ul>	<p>Identify a range of methods and discuss the pros and cons of each.</p> <p>Discuss the situations in which emergency contact number should be used.</p> <p>Class discussion of the information to be provided and how it can help emergency services personnel.</p> <p>Class discussion.</p>

**Sample Program 3            That’s Entertainment!**

**Rationale:**        This theme is intended to provide students with the opportunity to develop understanding of the context of the entertainment industry and the skills to manage their own work and learning to be efficient and effective workers within the industry.

**Units of competency:**            CUECOR01B    Manage own work and learning  
     CUEIND01B    Source and apply entertainment industry knowledge

**Key terms and concepts:**

Source and apply entertainment industry knowledge	Manage own work and learning	
<ul style="list-style-type: none"> <li>• awards</li> <li>• basic research skills</li> <li>• career opportunities and pathways</li> <li>• communication channels</li> <li>• current issues</li> <li>• economic impact</li> <li>• emerging technologies</li> <li>• employer associations</li> <li>• enterprise/organisation protocols/ policies</li> <li>• entertainment industry</li> <li>• industrial relations issues</li> <li>• industry associations</li> <li>• industry bodies</li> <li>• industry structure</li> <li>• new/emerging technologies</li> <li>• personal attributes</li> <li>• roles and responsibilities</li> <li>• sectors</li> <li>• sources of information</li> <li>• union</li> <li>• upgrading skills</li> <li>• work ethics</li> <li>• working conditions</li> <li>• workplace relations.</li> </ul>	<ul style="list-style-type: none"> <li>• appraisal</li> <li>• appropriate personnel</li> <li>• career pathways</li> <li>• competencies</li> <li>• consultation</li> <li>• deadlines</li> <li>• effective teamwork</li> <li>• evidence</li> <li>• feedback</li> <li>• goal setting</li> <li>• learning</li> <li>• learning needs</li> <li>• negotiation</li> <li>• off-the-job training</li> <li>• on-the-job training</li> <li>• opportunities to meet learning needs</li> <li>• priorities</li> <li>• stress management</li> <li>• task management</li> <li>• team building</li> <li>• teamwork</li> <li>• time management</li> <li>• work performance</li> <li>• work records</li> </ul>	<ul style="list-style-type: none"> <li>• work routines</li> <li>• work tasks</li> <li>• workload variations.</li> </ul>

**Assessment:**

Unit/Element of competency	Possible assessment strategy
<p><b>CUEIND01B Source and apply entertainment industry knowledge</b></p> <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"> <li>• industry structure, different sectors and the products and services available</li> <li>• major industry bodies</li> <li>• relationship between entertainment and other industries</li> <li>• economic and social significance of the industry</li> </ul> <p>2 Source and apply knowledge of industry employment obligations and opportunities</p> <p>2.1 Obtain information to assist in effective work performance in the entertainment, industry, including information on:</p> <ul style="list-style-type: none"> <li>• career opportunities</li> <li>• roles, responsibilities and employment rights of contracted workers</li> <li>• unions and employer bodies</li> <li>• professional associations</li> <li>• industrial relations issues</li> </ul> <p>2.2 Apply knowledge of industry employment obligations and opportunities appropriately within day-to-day work activities</p> <p><b>CUECOR01B Manage own work and learning</b></p> <p>2 Manage own learning</p>	<p><b>Task 1</b> <i>Entertainment Industry Research Task</i></p> <p>1 Use the internet to find accurate job descriptions for a range of jobs in the entertainment industry including examples of those in:</p> <ul style="list-style-type: none"> <li>• front of house</li> <li>• audio, lighting, vision systems</li> <li>• stage management</li> <li>• promotions</li> <li>• design</li> <li>• production</li> <li>• communication</li> <li>• performance.</li> </ul> <p>2 Select one of the jobs researched and compile a profile of this position including:</p> <ul style="list-style-type: none"> <li>• skills required to perform the job effectively</li> <li>• education and training requirements and possible career paths within the industry</li> <li>• industrial working conditions for this position.</li> </ul> <p><i>Teacher to monitor student selection to ensure a variety of jobs are selected from a range of industry sectors.</i></p> <p>3 Students present their findings to the class. Consider a novel approach such as a role-play where students present themselves (dressed appropriately with props) as the person in the specific job identified.</p> <p>4 Use a range of resources to identify a number of productions which employ some/all of the positions identified above.</p>

Unit/Element of competency	Possible assessment strategy
<p><b>CUECOR01B Manage own work and learning</b></p> <p>1 Develop personal time management skills</p> <p>1.1 Establish priorities and deadlines in consultation with others, as appropriate</p> <p>1.2 Plan time so that tasks are completed according to order of priority and within established deadlines</p> <p>1.3 Re-prioritise work effectively as necessary to accommodate important workload variations</p> <p>1.4 Document details of work tasks and commitments accurately, as required</p> <p>1.6 Identify any variations and difficulties affecting work requirements through regular reviews, and inform appropriate personnel</p>	<p><b>Task 2 In-house Production</b></p> <p>As a class, students are to manage a school production under the supervision of the teacher.</p> <p>Students will be allocated to a production team (eg lighting, audio, staging, vision systems). The team will collaboratively identify their responsibilities and submit a report outlining team goals and individual responsibilities.</p> <p>Each individual will develop and submit an initial work/time plan for their role and allocated tasks which outlines how/why tasks were organised/prioritised and how they will be managing their time.</p> <p>At the conclusion of the production each student will submit:</p> <ul style="list-style-type: none"> <li>• a modified work/time plan identifying variations and difficulties experienced</li> <li>• an evaluation of the management of the work tasks and the effectiveness of the team</li> <li>• a summary of the effectiveness of communication within the team and with other teams.</li> </ul>
<p><b>CUEIND01B Source and apply entertainment industry knowledge</b></p> <p>1 Source and apply information on the structure and operation of the entertainment industry</p> <p>4 Seek opportunities to update industry knowledge</p> <p><b>CUECOR01B Manage own work and learning</b></p> <p>2 Manage own learning</p>	<p><b>Task 3 Entertainment Portfolio</b></p> <p>Students will compile a portfolio of entertainment information including the following:</p> <ul style="list-style-type: none"> <li>• collation of information about performance venues and types of productions held there</li> <li>• work record of participation in projects (including role, responsibilities, work tasks and equipment used)</li> <li>• record of ongoing development of industry knowledge (including performances attended, training and workshops).</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><i>CUEIND01B Source and apply entertainment industry knowledge</i></p> <p><b>1 Source and apply information on the structure and operation of the entertainment industry</b></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"> <li>• industry structure, different sectors and the products and services available</li> <li>• major industry bodies</li> <li>• relationship between entertainment and other industries</li> <li>• economic and social significance of the industry</li> </ul>	<p><b>Entertainment industry relationships</b></p> <p>Knowledge of industry sectors:</p> <ul style="list-style-type: none"> <li>• the role and services offered by each sector</li> <li>• examples of businesses in each sector</li> <li>• interrelationship between sectors.</li> </ul> <p>Sectors of the entertainment industry:</p> <ul style="list-style-type: none"> <li>• drama</li> <li>• ballet</li> <li>• concerts</li> <li>• festivals</li> <li>• corporate theatre and communication</li> <li>• events                             <ul style="list-style-type: none"> <li>– sporting</li> <li>– cultural</li> <li>– charitable</li> <li>– public celebrations.</li> </ul> </li> </ul> <p>An awareness of the interrelationship between the entertainment industry and other related industries:</p> <ul style="list-style-type: none"> <li>• film, TV and radio</li> <li>• music</li> <li>• fashion</li> <li>• sport</li> <li>• tourism</li> <li>• retail</li> <li>• visual arts, craft and design.</li> </ul>	<p>Compile a media file of information about the entertainment industry in the local area including professional theatre and events.</p> <p>Class discussion and board summary/mind map.</p> <p>Class discussion about the range of events staged by the entertainment industry.</p> <p>In small groups research one sector of the industry and report back to the class on the size and scope of the sector, the types of productions covered within the sector, its contribution to the economy and employment and other businesses associated with it (the multiplier effect).</p> <p>Mind map demonstrating interrelationship between industries to stage events.</p> <p>Class discussion about the multiplier effect and the contribution of the entertainment industry to the economy.</p>
<p><i>CUEIND01B Source and apply entertainment industry knowledge</i></p> <p><b>1 Source and apply information on the structure and operation of the</b></p>	<p><b>Employment in the industry</b></p> <p>A basic knowledge of career pathways within the industry and knowledge and skills required for different job roles.</p>	<p>Guest speakers – from a range of entertainment workplaces.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><b>entertainment industry</b></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"> <li>• industry structure, different sectors and the products and services available</li> <li>• major industry bodies</li> <li>• relationship between entertainment and other industries</li> <li>• economic and social significance of the industry</li> </ul> <p><b>2 Source and apply knowledge of industry employment obligations and opportunities</b></p> <p>2.1 Obtain information to assist in effective work performance in the entertainment industry, including information on:</p> <ul style="list-style-type: none"> <li>• career opportunities</li> <li>• roles, responsibility and employment rights of contracted workers</li> <li>• unions and employer bodies</li> <li>• professional associations</li> <li>• industrial relations issues</li> </ul> <p>2.2 Apply knowledge of industry employment obligations and opportunities appropriately within day-to-day work activities.</p> <p><b>3 Seek information on new technology</b></p> <p>3.1 Correctly identify sources of information on new technology</p> <p>3.2 Obtain relevant information to assist effective work performance, including information on:</p> <ul style="list-style-type: none"> <li>• advances in technology and equipment</li> <li>• likely effects of new technology on current work practices and the</li> </ul>	<p>Information relating to the entertainment industry:</p> <ul style="list-style-type: none"> <li>• statistics <ul style="list-style-type: none"> <li>– employment</li> <li>– income</li> <li>– patronage</li> <li>– the multiplier effect</li> </ul> </li> <li>• current trends</li> <li>• issues affecting the industry.</li> </ul> <p>An awareness of current industrial relations issues affecting the industry and the rights and responsibilities of employers and employees in regards to them.</p> <p>Industrial working conditions:</p> <ul style="list-style-type: none"> <li>• awards</li> <li>• contract of employment</li> <li>• certified agreement</li> <li>• enterprise agreement</li> <li>• workplace agreement.</li> </ul>	<p>Link to Task 1.</p> <p>Internet search for possible courses for study for training in the industry.</p> <p>Class discussion – how can being multiskilled assist with career opportunities.</p> <p>Handout and class discussion.</p> <p>Handout and class discussion.</p> <p>Handout – industrial relations terms.</p> <p>View a sample award, contract and agreement.</p> <p>Describe the employment conditions of employees in a range of entry level positions.</p> <p>Prior to work placement, class discussion on their perception and expectations of:</p> <ul style="list-style-type: none"> <li>• industry working conditions</li> <li>• personal attributes required</li> <li>• work ethics</li> <li>• employer requirements</li> <li>• industrial relations issues.</li> </ul>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p>structure of the industry</p> <ul style="list-style-type: none"> <li>ways of upgrading skills to allow for the use of new technology</li> <li>sources of technical advice and support</li> </ul> <p><b>4 Seek opportunities to update industry knowledge</b></p> <p>4.1 Identify and use a range of opportunities to update knowledge of the entertainment industry and monitor current issues of concern to the industry</p> <p><i>CUECOR01B Manage own work and learning</i></p> <p><b>2 Manage own learning</b></p> <p>2.1 Identify own learning needs in consultation with appropriate personnel</p>	<p>Role and function of groups involved in workplace relations in the industry:</p> <ul style="list-style-type: none"> <li>employer groups                             <ul style="list-style-type: none"> <li>Australian Entertainment Industry Association (AEIA)</li> </ul> </li> <li>unions                             <ul style="list-style-type: none"> <li>Media, Entertainment and Arts Alliance (MEAA)</li> <li>Musicians Union of Australia/NSW</li> </ul> </li> <li>professional associations.</li> </ul> <p>A basic awareness of current issues of concern to the industry relating to:</p> <ul style="list-style-type: none"> <li>government initiatives</li> <li>labour issues</li> <li>industry expansion</li> <li>changing nature of the marketplace</li> <li>funding</li> <li>public liability</li> <li>risk management</li> <li>occupational health and safety (OHS)</li> <li>emergency technologies.</li> </ul> <p>A basic awareness of the social and environmental effects of the entertainment industry:</p> <ul style="list-style-type: none"> <li>positive and negative impacts on a community</li> <li>positive and negative impacts on the environment</li> <li>the role of environmental guidelines and legislation in the operation of an entertainment business.</li> </ul> <p>The role and function of key entertainment industry bodies:</p> <ul style="list-style-type: none"> <li>NSW Ministry for the Arts</li> </ul>	<p>Following work placement compare preliminary perceptions with information obtained during their work placement.</p> <p>View webpages for groups listed. Identify the main roles/responsibility of employer groups.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>what unions cover workers in the Entertainment industry?</li> <li>what are their purpose?</li> <li>what kind of advice do unions provide?</li> </ul> <p>Brainstorm issues affecting the industry and discuss them in small groups.</p> <p>Create a mind map for each issue of how it may affect the industry.</p> <p>Review a number of industry scenarios and identify how they could be affected by these issues.</p> <p>Keep a media file of issues affecting the industry.</p> <p>Class debate of the social and environmental effect of the entertainment industry.</p> <p>Each student to research one of the organisations listed and design a pamphlet outlining its role and function in the industry to be distributed to the class.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• National/State ITABS/Skills Council</li> <li>• Australian Network for Art and Technology (ANAT)</li> <li>• Australian Performing Rights Association (APRA)</li> <li>• Australian Council for the Arts</li> <li>• Department of Communications, Information Technology and the Arts.</li> </ul> <p>Sources of current industry information, technical advice and support:</p> <ul style="list-style-type: none"> <li>• industry associations and organisations</li> <li>• unions</li> <li>• industry journals</li> <li>• media</li> <li>• the internet</li> <li>• libraries</li> <li>• reference manuals</li> <li>• policy and procedure manuals</li> <li>• personal observations and experience</li> <li>• industry, contacts, mentors and advisors</li> <li>• colleagues, supervisors and managers</li> <li>• professional development opportunities</li> <li>• industry functions.</li> </ul>	<p>Brainstorm sources of industry information:</p> <ul style="list-style-type: none"> <li>• within the school environment</li> <li>• within a range of specific entertainment industry environments.</li> </ul> <p>Information hunt – find the answers to a list of questions about current industry information using a different source of information for each answer.</p>
<p><i>CUEIND01B Source and apply entertainment industry knowledge</i></p> <p><b>2 Source and apply knowledge of industry employment obligations and opportunities</b></p> <p>2.1 Obtain information to assist in effective work performance in the entertainment industry, including information on:</p> <ul style="list-style-type: none"> <li>• career opportunities</li> <li>• roles, responsibility and employment rights of contracted workers</li> <li>• unions and employer bodies</li> <li>• professional associations</li> </ul>	<p><b>Personal attributes</b></p> <p>Personal attributes and work ethics of entertainment industry staff:</p> <ul style="list-style-type: none"> <li>• attendance and punctuality</li> <li>• ethical behaviour</li> <li>• honesty</li> <li>• work performance</li> <li>• taking directives</li> <li>• attention to detail</li> <li>• personal presentation and grooming</li> <li>• attitude</li> </ul>	<p>Define personal attribute, work ethic and interpersonal skills.</p> <p>Small group discussion and report back to the class on the personal attributes and interpersonal skills that are needed for employment in the entertainment industry.</p> <p>Discuss requirements for work placement and the importance of these personal attributes in performances.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<ul style="list-style-type: none"> <li>• industrial relations issues</li> </ul> <p><i>CUECOR01B Manage own work and learning</i></p> <p><b>1 Develop personal time management skills</b></p> <p>1.3 Re-prioritise work effectively as necessary to accommodate important workload variations</p> <p>1.6 Identify any variations and difficulties affecting work requirements through regular reviews, and inform appropriate personnel</p>	<ul style="list-style-type: none"> <li>• confidentiality</li> <li>• consistency of service</li> <li>• safe work practices.</li> </ul> <p>Communication and listening skills:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• questioning</li> <li>• nonverbal communication.</li> </ul> <p>Skills required including:</p> <ul style="list-style-type: none"> <li>• consultation</li> <li>• negotiation</li> <li>• communication</li> <li>• prioritising.</li> </ul>	<p>Discuss the importance of effective communication in the workplace.</p> <p>Students demonstrate effective communication on an ongoing basis in practical and classroom throughout the course.</p> <p>Role-plays – a number of different situations requiring consultation, negotiation, communication and prioritisation skills to be used to resolve an issue.</p> <p>Discuss the importance of these skills in the workplace.</p>
<p><i>CUECOR01B Manage own work and learning</i></p> <p><b>1 Develop personal time management skills</b></p> <p>1.1 Establish priorities and deadlines in consultation with others, as appropriate</p>	<p><b>Teamwork</b></p> <p>Definition of team and teamwork.</p> <p>Principles and characteristics of team building and effective teamwork.</p> <p>The importance of the following to successful teamwork:</p> <ul style="list-style-type: none"> <li>• goal setting</li> </ul>	<p>Communication/team building games such as:</p> <ul style="list-style-type: none"> <li>• tunnel ball</li> <li>• orienteering</li> <li>• teams given a period of time to collect a list of props.</li> </ul> <p>Discussion the concept of teamwork and construct a definition of teamwork.</p> <p>Brainstorm a list of the benefits of teamwork.</p> <p>In small groups, students reflect on their own experiences in the workplace and the wider community and on what makes a good team, how to encourage teamwork and practical approaches to improve team performance.</p> <p>Class discussion of elements of successful teamwork.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• planning and organising work routines on a daily, weekly or monthly basis</li> <li>• cooperation and good working relationships</li> <li>• knowledge of work group members responsibilities and duties</li> <li>• clarifying personal responsibilities.</li> </ul>	<p>Role-play a scenario in which the team undertakes an activity unsuccessfully and then redo the role-play in which the team is successful.</p>
<p><i>CUECOR01B Manage own work and learning</i></p> <p><b>1 Develop personal time management skills</b></p> <p>1.1 Establish priorities and deadlines in consultation with others, as appropriate</p> <p>1.2 Plan time so that tasks are completed according to order of priority and within established deadlines</p> <p>1.3 Re-prioritise work effectively as necessary to accommodate important workload variations</p> <p><b>3 Receive and act constructively on personal feedback</b></p> <p>3.1 Regularly seek suggestions on ways to improve work</p> <p>3.2 Act on feedback as required to improve work performance</p>	<p><b>Managing workload</b></p> <p>Principles of time and task management.</p> <p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> <li>• prioritising</li> <li>• negotiating</li> <li>• time management</li> <li>• time frames</li> <li>• individual needs</li> <li>• group needs.</li> </ul> <p>Features of time management:</p> <ul style="list-style-type: none"> <li>• consultation with others</li> <li>• prioritising</li> <li>• delegation</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• use of diaries</li> </ul>	<p>Brainstorm elements of time and task management.</p> <p>Task management scenario – you have been asked to source a number of props for a drama production. List, in order, tasks that need to be undertaken to meet production deadlines. Considerations must include:</p> <ul style="list-style-type: none"> <li>• budget</li> <li>• stored properties</li> <li>• hiring/purchasing</li> <li>• delivery times.</li> </ul> <p>Handout and class discussion.</p> <p>Review a range of scenarios and identify how they could be organised better.</p> <p>Identify the benefits of using time management techniques in the workplace.</p> <p>Compile a list of time management strategies that may be used to manage an event.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• negotiating</li> <li>• accommodation of changes to routine</li> <li>• minimising time-wasters.</li> </ul> <p>Application of time management techniques to project/work activities in industry context.</p> <p>A basic knowledge of stress management techniques.</p> <p>Acknowledging work performance:</p> <ul style="list-style-type: none"> <li>• evaluating work performance</li> <li>• conducting performance appraisals</li> <li>• improving work practices.</li> </ul> <p>How to elicit and interpret feedback.</p>	<p>In small groups manage one area of a mini-event (lighting, staging, audio etc). Report on how the team used time management techniques.</p> <p>Brainstorm types of stress management techniques.</p> <p>Practical activity – class to practise relaxation exercises and participate in a yoga class.</p> <p>Undertake a self-evaluation of personal performance in a recent school event.</p> <p>Discuss ways to elicit constructive feedback.</p> <p>Interpret comments on a sample performance appraisal to identify strengths and weaknesses.</p>
<p><i>CUECOR01B Manage own work and learning</i></p> <p><b>2 Manage own learning</b></p> <p>2.1 Identify own learning needs in consultation with appropriate personnel</p> <p>2.2 Identify opportunities to meet learning needs and take appropriate action in consultation with the appropriate personnel</p> <p>2.3 Collate evidence of on and off-the-job learning relevant to work role</p> <p><b>3 Receive and act constructively on personal</b></p>	<p><b>Ongoing learning</b></p> <p>An understanding of the difference between on-the-job and off-the-job training.</p> <p>Recognition of learning as an ongoing process.</p> <p>Opportunities to meet learning needs and upgrade skills:</p> <ul style="list-style-type: none"> <li>• industry seminars</li> <li>• workshops/courses</li> <li>• in-house training</li> <li>• reference manuals.</li> </ul>	<p>Brainstorm examples of on-the-job and off-the-job training.</p> <p>Class discussion.</p> <p>Research training opportunities available in the near future that entertainment employees could attend to upgrade their skills.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<p><b>feedback</b> 3.1 Regularly seek suggestions on ways to improve work.</p> <p><i>CUEIND01B Source and apply entertainment industry knowledge</i></p> <p><b>3 Seek information on new technology</b> 3.2 Obtain relevant information to assist effective work performance, including information on:</p> <ul style="list-style-type: none"> <li>• advances in technology and equipment</li> <li>• likely effects of new technology on current work practices and the structure of the industry</li> <li>• ways of upgrading skills to allow for the use of new technology</li> <li>• sources of technical advice and support</li> </ul>	<p>The importance of feedback in the learning process.</p> <p>Self-reflection skills:</p> <ul style="list-style-type: none"> <li>• recognition of current knowledge and skills</li> <li>• identification of: <ul style="list-style-type: none"> <li>– knowledge and skills required for current job</li> <li>– knowledge and skills gaps</li> <li>– learning opportunities to meet potential learning needs and fulfil career aspirations and/or future organisational objectives.</li> </ul> </li> </ul> <p>Evidence of training:</p> <ul style="list-style-type: none"> <li>• transcripts/qualifications</li> <li>• work diary</li> <li>• supervisor’s reports/evaluations/appraisals</li> <li>• competency record</li> <li>• learning portfolio.</li> </ul>	<p>In pairs, students teach each other a new skill (eg how to make a difficult paper plane) and provide feedback throughout the teaching process.</p> <p>Discuss examples of helpful and unhelpful feedback.</p> <p>Students identify a job in the industry that they are interested in. Compile a list of skills they currently possess and skills they would need to develop in order to fulfil the job role. Share and discuss lists with a partner and identify how they could fill their skills gaps.</p> <p>Develop an entertainment portfolio/logbook with a collection of personal evidence of learning. This should be updated throughout the course.</p>
<p><i>CUEIND01B Source and apply entertainment industry knowledge</i></p> <p><b>1 Source and apply information on the structure and operation of the entertainment industry</b> 1.1 Correctly identify and access sources of information on the entertainment industry, including information relating to:</p> <ul style="list-style-type: none"> <li>• industry structure, different sectors and the products and services available</li> <li>• major industry bodies</li> <li>• relationship between entertainment and other industries</li> </ul>	<p><b>Assessing information</b></p> <p>Basic research skills for:</p> <ul style="list-style-type: none"> <li>• identification of relevant information</li> <li>• questioning techniques to obtain information</li> <li>• sorting, summarising and presenting information.</li> </ul> <p>Dissemination of information through a variety of communication channels:</p> <ul style="list-style-type: none"> <li>• one-on-one communication</li> <li>• team/group meetings</li> <li>• internet/intranet</li> <li>• call centres</li> </ul>	<p>Research an organisation which provides services to the entertainment industry such as lighting, sound or security services. Interview a representative of the company to find out how they disseminate information to potential clients. Present findings in a short oral report to the class.</p> <p>Brainstorm a range of communication channels and identify the pro’s and con’s for each one.</p> <p>Case studies – identify the most appropriate communication channel to disseminate information in a range of situations.</p>

Unit/Element of competency/ Performance criteria	Content	Possible learning experiences / activities
<ul style="list-style-type: none"> <li>• economic and social significance of the industry</li> </ul> <p>1.2 Use knowledge of the entertainment industry appropriately to enhance the quality of work performance</p> <p><b>4 Seek opportunities to update industry knowledge</b></p> <p>4.2 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities</p> <p><i>CURCOR01B Manage own work and learning</i></p> <p><b>1 Develop personal time management skills</b></p> <p>1.4 Document details of work tasks and commitments accurately, as required</p> <p>1.5 Maintain basic work records effectively</p>	<ul style="list-style-type: none"> <li>• seminars</li> <li>• marketing and promotional material</li> <li>• direct mail.</li> </ul> <p>Maintenance of work records in a clear, logical manner:</p> <ul style="list-style-type: none"> <li>• diary entries</li> <li>• work schedules</li> <li>• time sheets</li> <li>• file notes</li> <li>• reports</li> <li>• general in-house correspondence</li> <li>• records of meetings.</li> </ul>	<p>Brainstorm types of records used in the entertainment industry.</p> <p>Provide examples of different types of records for reference.</p> <p>Fill out records for the school production and file them appropriately.</p>
<p><i>CUEIND01B Sources and apply entertainment industry knowledge</i></p> <p><b>3 Seek information on new technology</b></p> <p>3.1 Correctly identify sources of information on new technology</p> <p>3.2 Obtain relevant information to assist effective work performance, including information on:</p> <ul style="list-style-type: none"> <li>• advances in technology and equipment</li> <li>• likely effects of new technology on current work practices and the structure of the industry</li> <li>• ways of upgrading skills to allow for the use of new technology</li> <li>• sources of technical advice and support</li> </ul> <p>3.3 Correctly apply information on technological advances in day-to-day</p>	<p><b>Emerging technologies</b></p> <p>How to source current information about emerging technologies relevant to the entertainment industry.</p> <p>Areas of emerging technologies:</p> <ul style="list-style-type: none"> <li>• digital technology</li> <li>• bluetooth technology</li> <li>• multimedia</li> <li>• broadband</li> <li>• project management systems</li> <li>• internal booking systems.</li> </ul> <p>The effects of emerging technology on:</p> <ul style="list-style-type: none"> <li>• the marketing and promotion of events information</li> <li>• ways that consumers research event information</li> <li>• speed of processing event information</li> </ul>	<p>Brainstorm sources of information.</p> <p>Brainstorm a list of areas of emerging technologies.</p> <p>Construct a mind map of examples of possible uses of these technologies in the entertainment industry and in the wider community.</p> <p>In small groups research the changes in technology during a specific time period. Present findings in the form of a time line poster which can be displayed in the classroom.</p> <p>In groups develop and present a powerpoint presentation on the advantages and disadvantages of current and emerging technology on one of the areas listed.</p>

<b>Unit/Element of competency/ Performance criteria</b>	<b>Content</b>	<b>Possible learning experiences / activities</b>
work activities	<ul style="list-style-type: none"> <li>• registration, ticketing and seating</li> <li>• sponsorship</li> <li>• special effects, lighting and sound</li> <li>• current work practices.</li> </ul> <p>The application of enterprise/organisation protocols and policies in relation to current and emerging technology.</p>	<p>Discuss the need for protocols in the industry when using technology.</p>

**Sample Program 4      Lights, sights and sound**

**Rationale:** This theme is intended to provide students with the opportunity to develop skills and knowledge in the set-up, use and maintenance of audio, lighting and vision systems equipment and standard associated work activities through practical experiences.

**Units of competency:** CUEAUD06A Apply a general knowledge of vision systems to work activities  
 CUELGT09A Apply a general knowledge of lighting to work activities  
 CUESOU07A Apply a general knowledge of audio to work activities

**Key terms and concepts:**

Apply a general knowledge of vision systems to work activities	Apply a general knowledge of lighting to work activities	Apply a general knowledge of audio to work activities
<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>	<ul style="list-style-type: none"> <li>• 3-phase power</li> <li>• cables</li> <li>• career pathways</li> <li>• cleaning, maintenance and storage of light equipment and accessories</li> <li>• colour call sheets</li> <li>• communication</li> <li>• dimmers</li> <li>• documentation</li> <li>• effects of colour</li> <li>• electrical safety</li> <li>• lamp types</li> <li>• lanterns</li> <li>• licensing requirements</li> <li>• light beam accessories</li> <li>• light theory</li> <li>• lighting components</li> <li>• lighting control systems</li> <li>• lighting desk/board operations</li> <li>• lighting equipment</li> <li>• lighting operations</li> </ul>	<ul style="list-style-type: none"> <li>• lighting personnel</li> <li>• lighting plan</li> <li>• lighting schedule</li> <li>• lighting technician</li> <li>• occupational health and safety (OHS)</li> <li>• organisational procedures</li> <li>• patch location</li> <li>• patching</li> <li>• positioning points</li> <li>• production plan documentation</li> <li>• reporting</li> <li>• rigging</li> <li>• safe work practices</li> <li>• subtractive and additive colour mixing.</li> </ul>

**Assessment:**

Unit/Element/Performance Criteria	Possible assessment strategy
<p><b>CUEAUD05A Apply a general knowledge of vision systems to work activities</b></p> <p>1 Make preparations for simple vision system activities</p> <p>1.1 Extract key information from installation/set up plans and confirm requirements with supervisor</p> <p>1.2 Identify appropriate rigging/positioning points for vision systems</p> <p>1.3 Correctly identify cables used to connect components</p> <p>1.4 Correctly identify and sort equipment in preparation for set up</p> <p>2 Complete tasks using vision systems</p> <p>2.1 Place equipment in the correct position according to supervisor’s instructions and safety requirements</p> <p>2.5 Communicate appropriately with technicians, performers</p>	<p><b>Task 1</b> <i>Vision Production Plans for an Event and Venue</i></p> <p>Design a set of production plans for a school based event and venue.</p> <p>The production plans should include:</p> <ul style="list-style-type: none"> <li>• a signal path diagram</li> <li>• a block diagram</li> <li>• stage plan</li> <li>• correct use of symbols and legend throughout all plans</li> <li>• call sheets</li> <li>• prompt copy</li> <li>• rigging plan</li> <li>• technical notes and rationale for the plans.</li> </ul> <p>Install and operate vision systems in accordance with the plan that has been developed.</p> <p>Presentation of the production plans should be computer-generated using appropriate drawing software to create the plans.</p>
<p><b>CUELGT09A Apply a general knowledge of lighting to work activities</b></p> <p>1 Make preparations for lighting set up</p> <p>1.1 Extract key information from lighting plans and confirm requirements with supervisor</p> <p>1.3 Correctly identify cables used to connect different lighting components</p> <p>1.4 Correctly identify and sort equipment and accessories in preparation for set up, ensuring appropriate handling and taking account of equipment differences</p> <p>2 Complete tasks using lighting equipment</p> <p>2.1 Correctly use the lighting desk to bring up channels for focussing</p>	<p><b>Task 2</b> <i>Lighting Manual</i></p> <p>Students are required to plan this task around the standard rig configuration at the school venue.</p> <p>Design a Lighting Manual for the lighting systems and protocols in your school venue.</p> <p>The manual should include the following:</p> <ul style="list-style-type: none"> <li>• stock inventories of: <ul style="list-style-type: none"> <li>– lighting fixtures</li> <li>– cabling</li> <li>– control equipment</li> <li>– consumables and accessories such as gels, barn doors, bubbles, gobos</li> <li>– hardware</li> </ul> </li> <li>• standard rigging plan</li> <li>• dimmer and patch system layout</li> </ul>

Unit/Element/Performance Criteria	Possible assessment strategy
<p>2.2 Correctly and safely power up dimmers and set up patch location</p> <p>2.5 Identify any problems with equipment promptly, take action within the scope of individual responsibility or report to supervisor</p>	<ul style="list-style-type: none"> <li>• start-up and finishing procedure protocols</li> <li>• basic operating procedures for the lighting console.</li> </ul> <p>The manual should be presented in computer-generated format and placed in booklet form.</p> <p>Prepare and set up lighting equipment and lighting-related tasks to industry standards.</p>
<p><b>CUESOU07A Apply a general knowledge of audio to work activities</b></p> <p>1 Make preparations for audio set-up</p> <p>2 Complete tasks using audio equipment</p> <p>2.1 Correctly connect, disconnect and position audio system cables, including microphone, speaker, multicore and power feeds, in accordance with supervisor’s instructions and safety requirements</p> <p>2.2 Wire the audio system in correct sequence and confirm with supervisor</p> <p>2.3 Set start up and operating settings in correct sequence and correctly use features of audio desk in accordance with instructions</p> <p>2.4 Identify any problems with equipment promptly, take action within the scope of individual responsibility or report to supervisor</p> <p>2.5 Use positioning and equalising techniques to create optimum sound quality</p>	<p><b>Task 3 Audio Set-up</b></p> <p>Students must interpret and follow a set of production plans to set up the audio systems for an event.</p> <p>The production plans should specify the following:</p> <ul style="list-style-type: none"> <li>• equipment to be used</li> <li>• audio layout</li> <li>• type of event (eg choral festival, rock band, orchestral).</li> </ul> <p>Students should demonstrate:</p> <ul style="list-style-type: none"> <li>• understanding of the implementation of OHS procedures for the set-up</li> <li>• correct start-up procedures for the audio system</li> <li>• knowledge of correct usage of desk functions.</li> </ul> <p>Students will be required to solve problems/issues caused by errors/omissions in the plans or from incorrect planning.</p> <p>Students are to be assessed on their ability to set the system up to operational standards within a specified time period.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>CUEAUD06A Apply a general knowledge of vision systems to work activities</i></p> <p><b>1 Make preparations for simple vision system activities</b>                      1.1 Extract key information from installation/set up plans and confirm requirements with supervisor</p> <p><i>CUELGT09A Apply a general knowledge of lighting to work activities</i></p> <p><b>1 Make preparations for lighting set up</b>                      1.1 Extract key information from lighting plans and confirm requirements with supervisor                      1.2 Correctly identify appropriate rigging and positioning points for lighting equipment</p> <p><i>CUELGT09A Apply a general knowledge of audio to work activities</i></p> <p><b>1 Make preparations for audio set-up</b>                      1.1 Extract key information from audio installation plans and confirm requirements with supervisor</p>	<p><b>Audio, lighting and vision systems in entertainment environments</b></p> <p>A basic understanding of a range of:</p> <ul style="list-style-type: none"> <li>• lighting and lighting control system options</li> <li>• audio operations, and</li> <li>• vision systems for:                             <ul style="list-style-type: none"> <li>– different entertainment industry contexts                                     <ul style="list-style-type: none"> <li>- live performance</li> <li>- theatre</li> <li>- corporate/events</li> <li>- multi-media presentations</li> </ul> </li> <li>– different venue types                                     <ul style="list-style-type: none"> <li>- indoor</li> <li>- outdoor</li> <li>- meeting/conference facilities</li> <li>- shopping centres</li> <li>- hotels/clubs</li> <li>- theme parks</li> <li>- attractions</li> <li>- showgrounds.</li> </ul> </li> </ul> </li> </ul>	<p>Brainstorm the role and functions of audio, lighting and vision systems operations in the entertainment industry.</p> <p>Develop spider diagrams for each area identifying the scope of these operations in different industry contexts and for different venue types.</p> <p>Create an ongoing glossary of terminology for lighting, vision and audio.</p> <p>Excursions to a number of different venues (indoor/ outdoor, small/large) to observe the varying scope of operations.</p>
<p><i>CUEAUD06A Apply a general knowledge of vision systems to work activities</i></p> <p><b>1 Make preparations for simple vision system activities</b>                      1.1 Extract key information from installation/set up plans and confirm requirements with supervisor</p> <p><i>CUELGT09A Apply a general knowledge of</i></p>	<p><b>Entertainment personnel</b></p> <p>Typical roles, responsibilities and career pathways:</p> <ul style="list-style-type: none"> <li>• audio technician</li> <li>• audiovisual technician (supervisor)</li> <li>• lighting personnel                             <ul style="list-style-type: none"> <li>– lighting designer</li> <li>– lighting operator</li> <li>– follow spot operator</li> </ul> </li> </ul>	<p>In pairs review the job role statement for one of the identified roles including a list of the responsibilities for this position, training/qualifications necessary and future pathways. Develop a one-page summary handout and report findings to class.</p> <p>Collate a job file over a four-week period of positions</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>lighting to work activities</i></p> <p><b>1 Make preparations for lighting set up</b> 1.1 Extract key information from lighting plans and confirm requirements with supervisor</p> <p><b>2 Complete tasks using lighting equipment</b> 2.6 Communicate appropriately with other technicians, performers or customers during the completion of tasks</p> <p><i>CUELGT09A Apply a general knowledge of audio to work activities</i></p> <p><b>1 Make preparations for audio set-up</b> 1.1 Extract key information from audio installation plans and confirm requirements with supervisor</p> <p><b>2 Complete tasks using audio equipment</b> 2.6 Communicate appropriately with other technicians, performers or customers during the completion of tasks</p>	<ul style="list-style-type: none"> <li>– lighting technician</li> <li>– production electrician.</li> </ul> <p>Knowledge of the relationship between:</p> <ul style="list-style-type: none"> <li>• vision system operations and other technical and creative areas               <ul style="list-style-type: none"> <li>– sound</li> <li>– staging</li> <li>– lighting</li> <li>– performers</li> </ul> </li> <li>• audio operations and other technical and performance areas               <ul style="list-style-type: none"> <li>– lighting</li> <li>– vision systems</li> <li>– performers</li> <li>– stage manager</li> <li>– director</li> <li>– staging</li> </ul> </li> <li>• lighting operations and other technical and creative areas               <ul style="list-style-type: none"> <li>– audio</li> <li>– vision systems</li> <li>– staging</li> <li>– stage manager</li> <li>– performers</li> <li>– director</li> <li>– front of house.</li> </ul> </li> </ul> <p>The importance of personnel liaising with other production staff:</p> <ul style="list-style-type: none"> <li>• director</li> </ul>	<p>advertised in the newspaper and/or internet and annotate the primary role/responsibility for each one.</p> <p>Create your own job search advertisement for one of the positions reviewed.</p> <p>Handout of entertainment career ladder and training pathways.</p> <p>Handout and class discussion.</p> <p>Identify appropriate lines of communication in a production team.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• stage manager</li> <li>• sound designer</li> <li>• sound technician.</li> </ul>	
<p><i>CUEAUD06A Apply a general knowledge of vision systems to work activities</i></p> <p><b>1 Make preparations for simple vision system activities</b>            1.1 Extract key information from installation/set up plans and confirm requirements with supervisor</p> <p><i>CUELGT09A Apply a general knowledge of lighting to work activities</i></p> <p><b>1 Make preparations for lighting set up</b>            1.1 Extract key information from lighting plans and confirm requirements with supervisor</p> <p><i>CUELGT09A Apply a general knowledge of audio to work activities</i></p> <p><b>1 Make preparations for audio set-up</b>            1.1 Extract key information from audio installation plans and confirm requirements with supervisor</p>	<p><b>Production plans</b></p> <p>Common terminology used in installation/set-up plans:</p> <ul style="list-style-type: none"> <li>• key terms</li> <li>• symbols</li> <li>• legend.</li> </ul> <p>An understanding of production plans in relation to:</p> <ul style="list-style-type: none"> <li>• vision system work activities               <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> </li> <li>• audio system activities               <ul style="list-style-type: none"> <li>– technical notes</li> <li>– stage plan</li> <li>– audio installation plan</li> </ul> </li> <li>• lighting plans               <ul style="list-style-type: none"> <li>– universal lighting symbols</li> <li>– scale</li> <li>– notation conventions</li> <li>– elevation</li> <li>– sight lines</li> <li>– section/side view.</li> </ul> </li> </ul> <p>An awareness of other documentation in production plans including:</p> <ul style="list-style-type: none"> <li>• lighting schedules</li> </ul>	<p>Handout and class discussion.</p> <p>Develop a glossary of terminology used in production plans.</p> <p>Review a number of sample production plans for lighting, vision and audio in a variety of formats. Identify their key components.</p> <p>Read, interpret and implement lighting, vision and audio diagrams and plans for school-based productions.</p> <p>Identify a range of documentation used to support production plans and discuss their purpose.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• colour call sheets</li> <li>• event sheet</li> <li>• cue sheet</li> <li>• prompt copy</li> <li>• running sheet</li> <li>• script</li> <li>• libretto.</li> </ul> <p>Common formats of vision system plans and how they relate to practical work tasks.</p>	<p>Use a template to develop a production plan for the lighting, vision and audio for a production.</p>
<p><i>CUEAUD06A Apply a general knowledge of vision systems to work activities</i></p> <p><b>2 Complete tasks using vision systems</b></p> <p>2.1 Place equipment in the correct position according to supervisor’s instructions and within licensing restrictions</p> <p>2.3 Finalise set-up tasks according to supervisor’s instructions and safety requirements, and test operation</p> <p>2.5 Communicate appropriately with technicians, performers or customers during the completion of tasks</p> <p><i>CUELGT09A Apply a general knowledge of lighting to work activities</i></p> <p><b>1 Make preparations for lighting set up</b></p> <p>1.1 Extract key information from lighting plans and confirm requirements with supervisor</p> <p><b>2 Complete tasks using lighting equipment</b></p> <p>2.3 Match light beam control accessories to lights and use in accordance with instructions</p> <p>2.5 Identify any problems with equipment</p>	<p><b>Following instructions</b></p> <p>Importance of following instructions when completing lighting, audio and vision systems tasks/activities:</p> <ul style="list-style-type: none"> <li>• enterprise/organisation policies and procedures</li> <li>• supervisor’s oral and written instructions</li> <li>• lighting plans</li> <li>• licensing requirements</li> <li>• manufacturer’s specifications</li> <li>• operator manuals.</li> </ul> <p>Understanding of lines of reporting and communicating with supervisors within the enterprise/organisation.</p> <p>Reporting including:</p> <ul style="list-style-type: none"> <li>• formal/informal</li> <li>• written/verbal.</li> </ul>	<p>Discuss the importance of following instructions.</p> <p>Brainstorm the consequences of not following instructions correctly for the employer, employee and patrons.</p> <p>Develop a diagram representing line management within a typical organisation.</p> <p>Discuss appropriate lines of reporting and communication and identify situations in which it may be necessary to work outside these lines.</p> <p>Identify a number of different methods for reporting information to supervisors and discuss the pro’s and con’s of each.</p> <p>Review a number of examples of formal, written forms of reports used in the entertainment industry.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>promptly, take action within the scope of individual responsibility or report to supervisor</p> <p>2.6 Communicate appropriately with other technicians, performers or customers during the completion of tasks</p>	<p>Documentation of:</p> <ul style="list-style-type: none"> <li>• use and performance of equipment</li> <li>• operational faults and malfunctions</li> <li>• completed maintenance</li> <li>• repair tasks and outcomes.</li> </ul> <p>Strategies for the promotion of cooperative working environments:</p> <ul style="list-style-type: none"> <li>• good communication</li> <li>• mutual respect</li> <li>• understanding roles and responsibilities of others</li> <li>• positive working relationships</li> <li>• application of codes of conduct, workplace policies and procedures</li> <li>• teamwork.</li> </ul>	<p>Review examples of documentation used in the entertainment industry.</p> <p>Complete a blank sample document for the use of equipment and its performance.</p> <p>Design a pro-forma for recording faulty equipment and its repair or disposal.</p> <p>Class discussion – what makes a good working environment?</p> <p>Students to share experiences they have had in an external workplace.</p>
<p><i>CUEAUD06A Apply a general knowledge of vision systems to work activities</i></p> <p><b>1 Make preparations for simple vision system activities</b></p> <p>1.2 Identify appropriate rigging/positioning points for vision systems</p> <p><b>2 Complete tasks using vision systems</b></p> <p>2.1 Place equipment in the correct position according to supervisor’s instructions and within licensing restrictions</p> <p>2.2 Complete cabling of equipment according to supervisor’s instructions and safety requirements</p> <p><i>CUELGT09A Apply a general knowledge of lighting to work activities</i></p>	<p><b>Safe work practices</b></p> <p>Awareness of occupational health and safety (OHS) issues, regulations and requirements as they relate to:</p> <ul style="list-style-type: none"> <li>• vision system operators</li> <li>• audio personnel</li> <li>• lighting personnel.</li> </ul> <p>Safe work practices for lighting, audio and vision systems operations:</p> <ul style="list-style-type: none"> <li>• use of personal protective equipment (PPE) <ul style="list-style-type: none"> <li>– gloves</li> <li>– goggles</li> <li>– appropriate clothing and footwear</li> </ul> </li> </ul>	<p><i>Students should demonstrate safe work practices for lighting, audio and vision systems operations on an ongoing basis throughout the course.</i></p> <p>Research and report on the aspects of the <i>Safety Guidelines for the Entertainment Industry</i> relating specifically to vision, audio and lighting personnel.</p> <p>Design a poster highlighting a safety issue related to lighting, audio or vision systems.</p> <p>Practical demonstration and practice of safe work practices specific for lighting, audio and vision systems.</p> <p>Role-plays/case studies such as:</p> <ul style="list-style-type: none"> <li>• a young worker is bumping in audio equipment and is asked to move a box that is too heavy for them</li> </ul>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><b>1 Make preparations for lighting set up</b>                      1.2 Correctly identify appropriate rigging and positioning points for lighting equipment</p> <p><i>CUELGT09A Apply a general knowledge of audio to work activities</i></p> <p><b>1 Make preparations for audio set-up</b>                      1.4 Correctly identify and sort equipment and accessories in preparation for set-up, ensuring appropriate handling and taking account of equipment differences</p> <p><b>2 Complete tasks using audio equipment</b>                      2.1 Correctly connect, disconnect and position audio system cables, including microphone, speaker, multicore and power feeds, in accordance with supervisor’s instructions and safety requirements</p>	<ul style="list-style-type: none"> <li>– harness</li> <li>• correct manual handling lifting techniques                             <ul style="list-style-type: none"> <li>– packing/storage</li> </ul> </li> <li>• safe posture</li> <li>• safe work techniques                             <ul style="list-style-type: none"> <li>– operating at heights</li> <li>– maintaining appropriate ventilation</li> <li>– handling hot surfaces</li> <li>– using electricity</li> </ul> </li> <li>• connection, disconnection and positioning of cables</li> <li>• connection and positioning of                             <ul style="list-style-type: none"> <li>– microphones</li> <li>– speakers</li> <li>– screen</li> <li>– projector</li> </ul> </li> <li>• use of multicore and power feeds.</li> </ul> <p>Awareness of OHS issues associated with rigging.</p> <p>Understanding of the importance of safe and effective positioning of lighting and vision systems equipment.</p>	<ul style="list-style-type: none"> <li>• a worker is directed to climb a four-metre ladder without proper training or personal protective equipment to undertake a brief task.</li> </ul> <p>Brainstorm hazards associated with rigging.</p> <p>Review statistics of workplace injuries involving falls from a height.</p> <p>Discuss safety precautions that reduce risks when working on rigging:</p> <ul style="list-style-type: none"> <li>• PPE</li> <li>• ropes and pulleys</li> <li>• correct knot tying</li> <li>• hard hat areas</li> <li>• safety zones around rigging points</li> <li>• ladder and raised platform safety.</li> </ul> <p><i>NB: Students are not permitted to undertake rigging activities at height.</i></p> <p>In groups identify safety issues associated with the positioning of lighting and vision systems equipment and identify strategies to overcome these issues. Report back to class.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	A basic awareness of legal issues with regard to vision system operations as they affect individual workers.	Handout on licensing requirements for placement and positioning of vision systems.
<p><i>CUELGT09A Apply a general knowledge of lighting to work activities</i></p> <p><b>1 Make preparations for lighting set up</b></p> <p>1.1 Extract key information from lighting plans and confirm requirements with supervisor</p> <p>1.2 Correctly identify appropriate rigging and positioning points for lighting equipment</p> <p>1.4 Correctly identify and sort equipment and accessories in preparation for set up, ensuring appropriate handling and taking account of equipment differences</p> <p><b>2 Complete tasks using lighting equipment</b></p> <p>2.3 Match light beam control accessories to lights and use in accordance with instructions</p>	<p><b>Lighting</b></p> <p>A basic understanding of the effect of:</p> <ul style="list-style-type: none"> <li>• colour on objects</li> <li>• colour on mood.</li> </ul> <p>A basic understanding of the principles of:</p> <ul style="list-style-type: none"> <li>• light theory</li> <li>• subtractive and additive colour.</li> </ul> <p>A basic understanding of the following processes:</p> <ul style="list-style-type: none"> <li>• rigging</li> <li>• patching</li> <li>• framing</li> <li>• gelling</li> <li>• focussing</li> <li>• light control programming.</li> </ul> <p>Key features, purpose and basic operating procedures of a range of lighting equipment:</p> <ul style="list-style-type: none"> <li>• patch panels</li> <li>• dimmers</li> <li>• floods</li> <li>• lanterns</li> <li>• par luminaries (PARS)</li> <li>• cyc lights</li> <li>• fresnel luminaires</li> <li>• pebbled convex (PC) luminaires</li> <li>• profiles</li> <li>• ellipsoidals</li> <li>• automated lights</li> </ul>	<p>Class discussion and practical demonstration experimenting with colour.</p> <p>Handout.</p> <p>Experiment with different colour options on the <i>Java Gel Colour Tool</i> interactive website <a href="http://www.javagel.org">www.javagel.org</a>.</p> <p>In small groups research one of the processes listed. Create a summary handout about the process and its technical application and present to the class.</p> <p>Develop a table outlining a range of lighting equipment including the following:</p> <ul style="list-style-type: none"> <li>• name</li> <li>• picture</li> <li>• features</li> <li>• purpose/use.</li> </ul> <p>Practical identification of equipment at school and on work placement.</p> <p>Observation of the use of each piece of equipment.</p> <p>Complete activities requiring the practical set-up and operation of lighting equipment from production plans.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> <li>• strobes</li> <li>• follow spots.</li> </ul> <p>A basic knowledge of light beam accessories and their purpose:</p> <ul style="list-style-type: none"> <li>• gel types</li> <li>• gel frames</li> <li>• barn doors</li> <li>• gobos and gobo holders</li> <li>• iris</li> <li>• doughnuts</li> <li>• top hats</li> <li>• black wrap</li> <li>• shutters</li> <li>• spun</li> <li>• standard pump propelled glycol-based or oil-based atmospheric (smoke) effects.</li> </ul> <p>Use of conventional lights:</p> <ul style="list-style-type: none"> <li>• finding out the correct replacement lamp and wattage of the lantern</li> <li>• awareness of the different types of lamp bases</li> <li>• correct bubble handling techniques</li> <li>• awareness of how heat is dissipated by a lantern</li> <li>• when incorrect orientation of a lamp may reduce filament and lantern life.</li> </ul>	<p>Case studies – identify the lighting equipment required for a range of situations to meet production requirements.</p> <p>Demonstration and practical use of a range of light beam accessories.</p> <p>Handout and class discussion.</p> <p>Practical activities using conventional lights safely.</p>
<p><i>CUELGT09A Apply a general knowledge of lighting to work activities</i></p> <p><b>1 Make preparations for lighting set up</b>            1.2 Correctly identify appropriate rigging and positioning points for lighting equipment</p> <p><b>2 Complete tasks using lighting equipment</b></p>	<p><b>Lighting desk operation</b></p> <p>General features of a lighting desk:</p> <ul style="list-style-type: none"> <li>• lighting circuits</li> <li>• faders</li> <li>• presets</li> <li>• display monitors.</li> </ul>	<p>Identify the standard features of a lighting desk and discuss their purpose.</p> <p>Demonstration and practical operation of a lighting desk.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>2.1 Correctly use the lighting desk to bring up channels for focussing</p> <p>2.2 Correctly and safely power up dimmers and set up patch location</p>	<p>An awareness of types of lighting desks/boards:</p> <ul style="list-style-type: none"> <li>• manual control desks</li> <li>• memory systems – analogue and digital.</li> </ul> <p>Lighting desk operations:</p> <ul style="list-style-type: none"> <li>• manual preset operation</li> <li>• theatrical cue set up and playback</li> <li>• single scene submaster operation</li> <li>• submaster cue stacking and playback.</li> </ul> <p>An awareness of lighting desk protocols.</p> <p>A basic awareness of dimmer and patch system layouts:</p> <ul style="list-style-type: none"> <li>• distributed dimmers located where required</li> <li>• distributed patch lines from a single dimmer location to destination lights</li> <li>• dual systems combination of the above two systems</li> <li>• automated lighting requirements.</li> </ul> <p>Selection of and positioning points for lamps according to lighting plan.</p>	<p>Research and compare the difference between manual and memory lighting desks.</p> <p>Class activities allowing for the use of lighting desks in real and simulated situations.</p> <p>Class discussion.</p> <p>Identify the use of dimmer and patch systems.</p> <p>Design a patch system diagram/flow chart for a specific system.</p> <p>Set up and use dimmer and patch systems.</p> <p>Implement lighting plan in real and simulated situations.</p>
<p><i>CUEAUD06A Apply a general knowledge of vision systems to work activities</i></p> <p><b>2 Complete tasks using vision systems</b></p> <p>2.3 Finalise set-up tasks according to supervisor’s instructions and safety requirements, and test operation.</p> <p>2.4 Identify any problems with equipment promptly, take action within scope of individual responsibility or report to supervising technician</p> <p><i>CUELGT09A Apply a general knowledge of lighting to work activities</i></p>	<p><b>Equipment checks and maintenance</b></p> <p>Importance of:</p> <ul style="list-style-type: none"> <li>• system/equipment checks prior to the start of the event/performance <ul style="list-style-type: none"> <li>– electrical safety</li> <li>– mechanical safety</li> <li>– electrical function</li> <li>– electronic function</li> </ul> </li> <li>• cleaning, maintenance and storage of equipment and accessories.</li> </ul> <p>Practical solutions to problems/faults with equipment prior to the event/performance:</p> <ul style="list-style-type: none"> <li>• insufficient and/or wrong cabling</li> </ul>	<p>Discuss the reasons for undertaking equipment checks and maintenance.</p> <p>Brainstorm indicators to look for to check the safety and function of equipment.</p> <p>Demonstration of cleaning, maintenance and storage of a range of lighting equipment.</p> <p>Brainstorm typical problems/faults experienced with lighting equipment. For each one identify possible short-term and long-term solutions.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><b>2 Complete tasks using lighting equipment</b> 2.5 Identify any problems with equipment promptly, take action within the scope of individual responsibility or report to supervisor</p> <p><i>CUELGT09A Apply a general knowledge of audio to work activities</i></p> <p><b>2 Complete tasks using audio equipment</b> 2.4 Identify any problems with equipment promptly, take action within the scope of individual responsibility or report to supervisor</p>	<ul style="list-style-type: none"> <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> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul> <p>How and when to seek assistance.</p>	<p>Class discussion.</p> <p>Case studies.</p> <p>Class discussion.</p>
<p><i>CUEAUD06A Apply a general knowledge of vision systems to work activities</i></p> <p><b>1 Make preparations for simple vision system activities</b> 1.3 Correctly identify cables used to connect components</p> <p><i>CUELGT09A Apply a general knowledge of lighting to work activities</i></p> <p><b>1 Make preparations for lighting set up</b> 1.3 Correctly identify cables used to connect different lighting components</p> <p><b>2 Complete tasks using lighting equipment</b> 2.4 Correctly handle cables, including rolling/unrolling, storage and safe manual handling</p> <p><i>CUELGT09A Apply a general knowledge of audio to work activities</i></p>	<p><b>Cables</b></p> <p>General knowledge of power:</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>• 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                             <ul style="list-style-type: none"> <li>– microphone</li> <li>– speaker</li> </ul> </li> </ul>	<p>Discuss the use of power and its associated hazards.</p> <p>Practical activities demonstrating correct cable handling, and safety procedures including the observation of correct tagging and testing on electrical equipment.</p> <p>Handout and class discussion.</p> <p>Handout.</p> <p>Examine and identify a range of different cable types and discuss how and why they are different.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><b>1 Make preparations for audio set-up</b>                      1.3 Correctly identify cables used to connect different audio components</p> <p><b>2 Complete tasks using audio equipment</b>                      2.2 Wire the audio system in correct sequence and confirm with supervisor</p>	<ul style="list-style-type: none"> <li>– multicore</li> <li>– power cables</li> <li>– 3-phase</li> <li>– 240 volts</li> <li>• different types of connectors</li> <li>• cable 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> <li>– avoiding lighting components</li> <li>– making cables using connectors and crimping tools.</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> <p>Correct sequencing of wiring:</p> <ul style="list-style-type: none"> <li>• connection of adequate mains to all components and understanding of power isolation</li> <li>• safe and neat positioning of cables and multicore</li> <li>• patching to create a complete signal chain from input to output.</li> </ul>	<p>Demonstrate safe use and positioning of cables.</p> <p>Examine the different types of connectors and their use.</p> <p>Discuss the differences in cables and considerations when selecting cables.</p> <p>Select cables for a range of different equipment and situations.</p> <p>Practical activities demonstrating correct sequencing of wiring.</p>
<p><i>CUELGT09A Apply a general knowledge of audio to work activities</i></p> <p><b>1 Make preparations for audio set-up</b>                      1.2 Correctly identify preferred rigging positioning points for audio equipment                      1.3 Correctly identify cables used to connect different audio components</p>	<p><b>Audio</b></p> <p>A basic knowledge of:</p> <ul style="list-style-type: none"> <li>• decibel levels and basic sound pressure level measurement including:                             <ul style="list-style-type: none"> <li>– frequency is measured in Hertz</li> <li>– understanding of difference between 100Hz and 1kHz</li> </ul> </li> </ul>	<p>Handout and class discussion.</p> <p>Use decibel meters in conjunction with audio equipment.</p> <p>Draw signal flow chart diagrams.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>1.4 Correctly identify and sort equipment and accessories in preparation for set-up, ensuring appropriate handling and taking account of equipment differences</p> <p><b>2 Complete tasks using audio equipment</b></p> <p>2.2 Wire the audio system in correct sequence and confirm with supervisor</p> <p>2.3 Set start up and operating settings in correct sequence and correctly use features of audio desk in accordance with instructions</p> <p>2.5 Use positioning and equalising techniques to create optimum sound quality`</p>	<ul style="list-style-type: none"> <li>• fundamentals of sound in a circuit including                             <ul style="list-style-type: none"> <li>– microphone level is -40 to -60dB line level</li> </ul> </li> <li>• features and meaning of a typical sound system signal flow chart including:                             <ul style="list-style-type: none"> <li>– signal chains</li> <li>– gain structure</li> <li>– levels</li> </ul> </li> <li>• phase and phase cancellation</li> <li>• signals                             <ul style="list-style-type: none"> <li>– analogue</li> <li>– digital.</li> </ul> </li> </ul> <p>Key features, purpose and basic operating procedures of a range of audio equipment and accessories:</p> <ul style="list-style-type: none"> <li>• loudspeakers</li> <li>• mixing consoles/desks</li> <li>• input source equipment</li> <li>• microphones</li> <li>• amplifiers</li> <li>• CD player</li> <li>• signal processing equipment</li> <li>• audio accessories appropriate to entertainment industry context.</li> </ul> <p>Recognition of rigging and positioning points within different venues for a range of audio equipment and accessories.</p>	<p>Research different types of audio equipment and accessories using catalogues and the internet. Compare and contrast three different examples of each to identify the best situations for their use.</p> <p>Develop a table outlining a range of audio equipment including the following:</p> <ul style="list-style-type: none"> <li>• name</li> <li>• picture</li> <li>• features</li> <li>• purpose/use.</li> </ul> <p>Practical identification of equipment at school and on work placement.</p> <p>Observation of the use of each piece of equipment.</p> <p>Complete activities requiring the practical set-up and operation of audio equipment from production plans.</p> <p>Case studies – identify the equipment required for a range of situations to meet production requirements.</p> <p>Excursions to a range of different venues (indoor/outdoor, small/large) to observe different rigging and positioning of audio equipment and accessories.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Correct start-up sequence and operating settings for an audio system:</p> <ul style="list-style-type: none"> <li>• ensuring all output faders on console are down (at minimum settings or muted)</li> <li>• ensuring all amplifier volume controls are down (at minimum settings)</li> <li>• powering up all front-of-house equipment first</li> <li>• powering up amplifiers last</li> <li>• winding up amplifier volumes after all equipment is powered up.</li> </ul> <p>Audio equipment checks and maintenance – review principles and procedures.</p> <p>Electrical cables – review principles and safe and appropriate use.</p>	<p>Design a flow chart for the correct start-up sequence for an audio system and implement it.</p> <p>Demonstration of cleaning, maintenance and storage of a range of audio equipment.</p> <p>Brainstorm typical problems/faults experienced with audio equipment. For each one identify possible short-term and long-term solutions.</p> <p>Select and use cables appropriate for audio equipment.</p>
<p><i>CUEAUD06A Apply a general knowledge of vision systems to work activities</i></p> <p><b>1 Make preparations for simple vision system activities</b></p> <p>1.3 Correctly identify cables used to connect components</p> <p>1.4 Correctly identify and sort equipment in preparation for set up</p>	<p><b>Vision systems equipment and accessories</b></p> <p>Key features, purpose and basic operating procedures of a range of equipment for vision systems:</p> <ul style="list-style-type: none"> <li>• projectors (slide, video and data)</li> <li>• video players and monitors</li> <li>• computer-operated equipment</li> <li>• audio equipment</li> <li>• lighting equipment</li> <li>• digital and still cameras</li> <li>• screens.</li> </ul>	<p>Develop a table outlining a range of equipment used for vision systems, including the following:</p> <ul style="list-style-type: none"> <li>• name</li> <li>• picture</li> <li>• features</li> <li>• purpose/use.</li> </ul> <p>Practical identification of equipment at school and on work placement.</p> <p>Observation of the use of each piece of equipment.</p> <p>Complete activities requiring the practical set-up and</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Knowledge of patching and operating of commonly used signal processors.</p> <p>Vision systems equipment checks and maintenance – review principles and procedures.</p> <p>Electrical cables – review principles and safe and appropriate use.</p>	<p>operation of vision systems from production plans.</p> <p>Case studies – identify the equipment required for a range of situations to meet production requirements.</p> <p>Handout.</p> <p>Demonstration and practical use of signal processors.</p> <p>Demonstration of cleaning, maintenance and storage of a range of vision systems equipment.</p> <p>Brainstorm typical problems/faults experienced with vision systems equipment. For each one identify possible short-term and long-term solutions.</p> <p>Select and use cables appropriate for audio equipment.</p>

## **3.2 An Integrated Approach to Programming – Using Projects or Events**

### **Project Planning**

An integrated programming approach:

- provides practical training
- produces end products
- encourages students to work to schedule
- encourages students to work with others.

The following suggestions may provide some ideas for projects and events:

- simulations, such as workplace emergencies
- role-plays to simulate industry and workplace situations
- research projects on the industry, such as industrial relations, workplace illness and injury issues
- develop a production plan for an aspect of a production
- design posters and signs for display to encourage a safe workplace
- portfolio/log book of work placement documents and student experience
- generate an electronic orientation handbook for staff or, an information manual used by staff for use of equipment or to carry out common tasks, such as bumping in/bumping out a production
- research and study large events
- school based productions.

Use of projects, experiences and events allows for the concurrent development and assessment of a number of units and elements of competency. They may be used for the full delivery of a particular unit of competency or to supplement other learning and assessment activities.

The following steps provide a guide to planning and organising such a strategy.

#### **Step 1**

Based on knowledge of the course intended for delivery, the interests and experience of students and available resources, devise a project or event that relates to a number of competencies.

#### **Step 2**

Using Part B of the syllabus, map components/activities/products of the project to particular units/elements ensuring that there is opportunity for students to develop competency and demonstrate the performance criteria for each element included. Where necessary, modify the project specifications to address elements/performance criteria.

#### **Step 3**

Using the information from step 2, list the elements of competency and identify appropriate assessment strategies. Plan to use a range of assessment instruments over time to validate the evidence collected. Also try to use each assessment opportunity to assess and record evidence of competence for a number of elements. In this way ‘overassessment’ can be minimised.

#### **Step 4**

Draw up a programming sheet to summarise the information. Learning outcomes for components of the project may be defined or included in a separate schedule.

### **3.3 Programming Individual Units of Competency**

When programming individual units of competency:

- ensure that all elements of competency are addressed
- ensure that HSC requirements are addressed
- stress links with other units
- as far as possible, adopt an integrated assessment approach.