

# **Entertainment Industry Curriculum Framework**

## **Stage 6 Syllabus Part A**

for implementation from 2005

Entertainment Industry (120 indicative hours)  
Entertainment Industry (240 indicative hours)

2004

### **PLEASE NOTE**

The HSC examination specifications detailed in this syllabus refer to the 2009 HSC examination. New HSC examination specifications will apply for the 2010 HSC examination and beyond.

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## **1 Introduction to Industry Curriculum Frameworks**

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed Training Packages. They specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

This industry curriculum framework document contains the HSC Entertainment Industry VET courses to be delivered for the Higher School Certificate by schools, TAFE NSW colleges and other Registered Training Organisations (RTOs) on behalf of schools or TAFE NSW colleges.

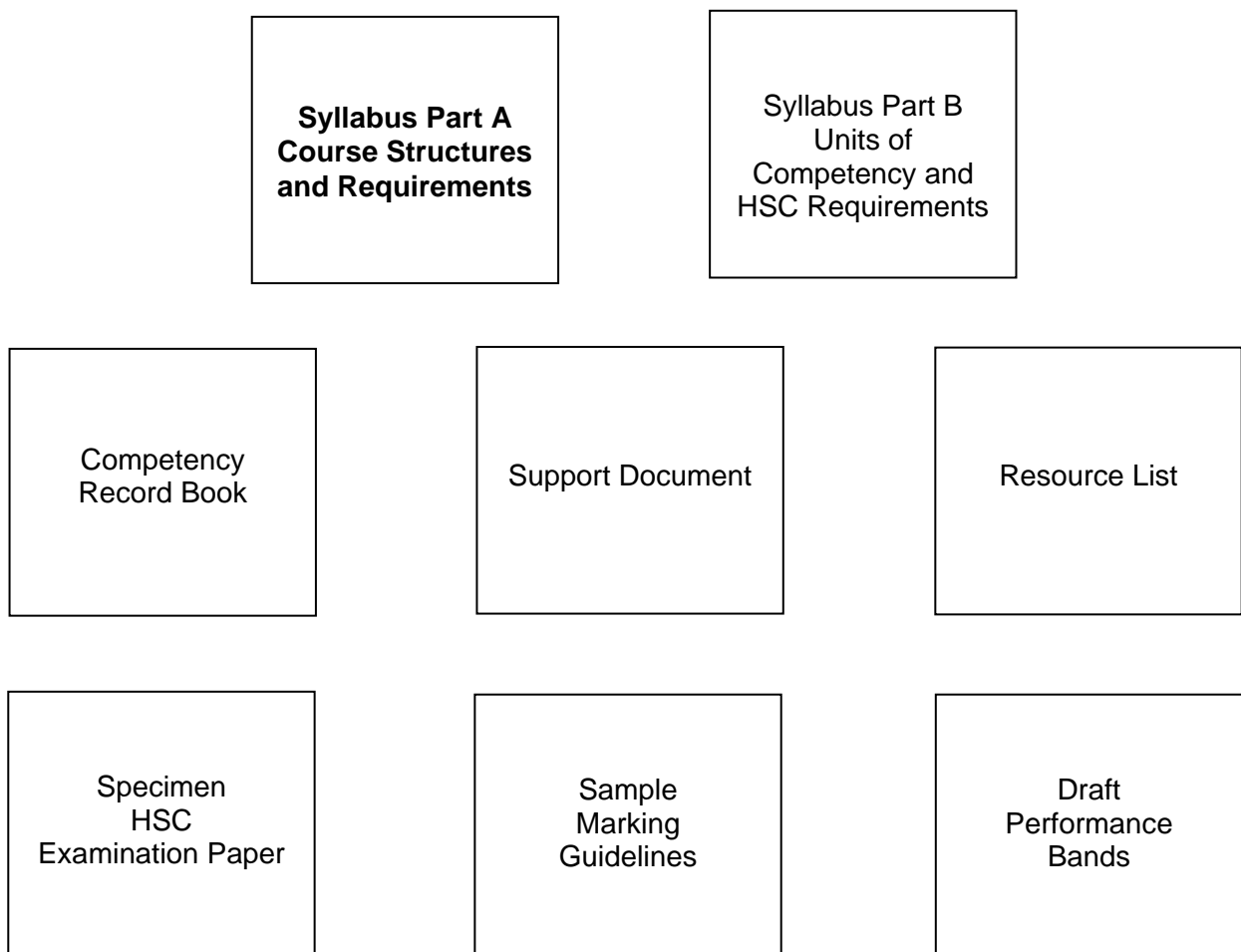
## **2 Documents Associated with Industry Curriculum Frameworks**

The purpose of the industry curriculum framework documents is to assist teachers and trainers to develop teaching and assessment programs, and to help manage competency achievement by Higher School Certificate candidates.

Part A of the *Entertainment Industry Curriculum Framework Stage 6 Syllabus* describes how students may achieve unit credit towards the HSC and credit towards a vocational qualification. It contains general advice about the Entertainment Industry Curriculum Framework and describes course structures and requirements, including work placement. This document should be used as the first reference when planning to implement courses for the HSC.

The set of documents associated with the curriculum framework is shown below.

### **2.1 Industry Curriculum Framework documentation**



### **3 The Higher School Certificate Program of Study**

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **4 Vocational Education and Training (VET) in the NSW HSC**

### **4.1 The National Context**

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that:

- applies nationally
- is endorsed by the Australian National Training Authority (ANTA) Ministerial Council, and
- is made up of the Australian Quality Training Framework (AQTF) and nationally endorsed Training Packages. The AQTF is the agreed quality framework for the national VET system.

The Australian Qualification Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

### **4.2 Determination of VET qualifications for HSC students**

The HSC VET curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. These qualifications are determined by the qualification rules for each Training Package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for qualifications eligibility.

Course structures for the HSC are described in each VET Curriculum Framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfil work placement requirements.

The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the qualification.

In some HSC courses, students might not achieve all of the specified units of competency for the purposes of the HSC, but may still be eligible for the qualification as a result of meeting the requirements of the packaging rules for that qualification.

Sections 8.3 and 8.4 outline the Entertainment Industry course structures within the Entertainment Industry Curriculum Framework.

Section 15 outlines the qualification packaging rules for each qualification available through the 240-hour course within the Entertainment Industry Curriculum Framework and should be consulted when selecting units of competency.

## **5 Rationale**

Many students in New South Wales secondary schools are involved in performing arts activities ranging from school productions through to statewide events. The Entertainment Industry Curriculum Framework complements the current Board Developed Courses in Drama, Dance and Music that are widely offered in Stages 4, 5 and 6 and provides opportunities for experiences in the entertainment industry.

The entertainment industry is a diverse industry covering a wide range of occupational areas including technical operations, costume, make-up, props, scenic art, sets, audio, lighting, staging, vision systems, customer service and front of house. The Entertainment Industry Curriculum Framework allows selection of units of competency from one or more of the occupational areas.

Courses within the Entertainment Industry Curriculum Framework provide an opportunity for students, including students with special education needs, to gain nationally recognised industry qualifications as part of their Higher School Certificate. Apart from being nationally recognised, these qualifications articulate into higher-level qualifications within the entertainment industry which students may pursue post-school. The framework also provides an optional HSC examination, which allows results from the 240-hour course to contribute to the calculation of the University Admission Index (UAI).

The Entertainment Training Package (CUE03) imports units of competency from related Training Packages including Music (CUS01) and Film, Television, Radio and Multimedia (CUF01). The inclusion of units from these Training Packages in the Framework provides skills significant for working in the entertainment industry.

The Entertainment Training Package offers qualifications from Certificate I to Advanced Diploma and specifies the competencies required for various specialised occupations. Qualifications available to students who achieve appropriate units of competency in this industry curriculum framework are at AQF Certificate II and III level.

Learning in each HSC course provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the entertainment industry, as well as skills, knowledge and experiences – such as teamwork, creativity and innovation – that are transferable across other industry areas.

## **6 Aim**

The Entertainment Industry Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to work, employment and further training within the entertainment industry sector. Through study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and which can assist them in making informed career choices.

## 7 Entertainment Industry Curriculum Framework

### 7.1 Training Package qualifications

**The Entertainment Industry Curriculum Framework is based on the national Entertainment Training Package (CUE03).**

The Entertainment Training Package incorporates six nationally recognised qualification levels ranging from AQF Certificate I in Live Production, Theatre and Events to a number of Advanced Diplomas. These qualifications are shown below.

### 7.2 Qualifications available in the Entertainment Industry Curriculum Framework

The qualifications available in the Entertainment Industry Curriculum Framework are indicated below. Section 15 outlines the qualification packaging rules for each qualification available through the 240-hour course within the Framework.

A Statement of Attainment will be issued for successful achievement of single or multiple units of competency. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for a qualification. Registered Training Organisations must recognise and give credit for the competencies recorded on a Statement of Attainment.

Qualifications available within the Entertainment Training Package (CUE03)		Qualifications available within the Entertainment Industry Curriculum Framework	
<i>National code</i>	<i>Qualification name</i>	<i>Certificate</i>	<i>Statement of Attainment</i>
<i>Cross Industry Qualification</i>			
CUE10103	Certificate I in Live Production, Theatre and Events	-	-
CUE20103	Certificate II in Live Production, Theatre and Events	✓	✓
<i>Design Qualifications</i>			
CUV40303	Certificate IV in Design	-	-
CUE60103	Advanced Diploma of Design for Live Production, Theatre and Events	-	-
<i>Production Qualifications: Construction and Manufacturing</i>			
CUE30103	Certificate III in Live Production, Theatre and Events (Construction and Manufacturing)	✓**	✓
CUE40103	Certificate IV in Live Production, Theatre and Events (Construction and Manufacturing)	-	-
CUE50103	Diploma of Live Production, Theatre and Events (Construction and Manufacturing)	-	-
CUE40203	Certificate IV in Costume for Performance	-	-
CUE50203	Diploma of Costume for Performance	-	-
CUF40203	Certificate IV in Make-up	-	-
CUF50203	Diploma of Make-up	-	-

\*\* Certificate III in Live Production, Theatre and Events (Construction and Manufacturing): this qualification may only be achieved following **written approval** from your school system authority/RTO regarding the delivery of *BCGCM1005B Carry out measurements and calculations* **AND** its **pre-requisite** *BCGCM1001B Follow OH&S policies and procedures*.

<b>Qualifications available within the Entertainment Training Package (CUE03)</b>		<b>Qualifications available within the Entertainment Industry Curriculum Framework</b>	
<i>National code</i>	<i>Qualification name</i>	<i>Certificate</i>	<i>Statement of Attainment</i>
<i>Production Qualifications: Technical Services</i>			
CUE30203	Certificate III in Live Production, Theatre and Events (Technical Operations)	✓	✓
CUE30203	Certificate III in Live Production, Theatre and Events (Technical Operations) <i>with a specialisation in Audio</i>	-	✓
CUE30203	Certificate III in Live Production, Theatre and Events (Technical Operations) <i>with a specialisation in Lighting</i>	-	✓
CUE30203	Certificate III in Live Production, Theatre and Events (Technical Operations) <i>with a specialisation in Staging</i>	-	✓
CUE30203	Certificate III in Live Production, Theatre and Events (Technical Operations) <i>with a specialisation in Vision Systems</i>	-	✓
CUE40303	Certificate IV in Live Production, Theatre and Events (Technical Operations)	-	-
CUE50303	Diploma of Live Production, Theatre and Events (Technical Production)	-	-
CUE60203	Advanced Diploma of Live Production, Theatre and Events (Technical Production)	-	-
CUE60303	Advanced Diploma of Stage Management	-	-
<i>Venue and Event Services Qualifications</i>			
CUE30303	Certificate III in Venues and Events (Customer Service)	✓	✓
CUE40403	Certificate IV in Venues and Events (Customer Service)	-	-
THT50203	Diploma of Event Management	-	-
CUE50403	Diploma of Venues and Events	-	-
CUE60403	Advanced Diploma of Venues and Events	-	-

**Entertainment Qualifications at a Glance**

Source: Entertainment Training Package (CUE03)

Design	Production		Venue and event services
Advanced Diploma of Design for Live Production, Theatre and Events	Advanced Diploma of Stage Management	Advanced Diploma of Live Production, Theatre and Events (Technical Production)	Advanced Diploma of Venues and Events
	Diploma of Make-up		Diploma of Event Management
	Diploma of Costume for Performance	Diploma of Live Production, Theatre and Events (Technical Production)	
	Diploma of Live Production, Theatre and Events (Construction & Manufacturing)		Diploma of Venues and Events
Certificate IV in Design	Certificate IV in Make-up	Certificate IV in Live Production, Theatre and Events (Technical Operations) with specializations in audio, lighting, staging vision systems, plus a broadly based option	Certificate IV in Venues and Events (Customer Service)
	Certificate IV in Costume for Performance		
	Certificate IV in Live Production, Theatre and Events (Construction & Manufacturing)		
	<b>Certificate III in Live Production, Theatre and Events (Construction and Manufacturing)</b>	<b>Certificate III in Live Production, Theatre and Events (Technical Operations)</b> with specializations in audio, lighting, staging vision systems, plus a broadly based option	<b>Certificate III in Venues and Events (Customer Service)</b>
<b>Certificate II in Live Production, Theatre and Events</b>			
Certificate I in Live Production, Theatre and Events			

## 8 Course Structures

### 8.1 Courses within the Entertainment Industry Curriculum Framework

An industry curriculum framework describes the units of competency that have been identified as being suitable for the purposes of the Higher School Certificate. Units of competency in the Entertainment Industry Curriculum Framework are detailed in **Sections 8.3 and 8.4**.

Each course in a framework describes how the available units of competency can be grouped to gain units of credit towards the Higher School Certificate.

The Entertainment Industry Curriculum Framework includes the following courses:

- Entertainment Industry (120 indicative hours)
- Entertainment Industry (240 indicative hours).

The maximum number of Preliminary and/or HSC units available from this framework is four units. That is, courses can total up to 240 hours. In addition to courses within the framework students may undertake locally designed Board Endorsed VET courses drawing from the Entertainment Training Package (CUE03). Such courses may provide additional HSC credit for part-time school-based trainees.

*Compulsory units of competency are those that all students must attempt in their study of the HSC course (refer to Tables 1 and 2). Core units of competency are those required by the national Training Package in order to be eligible for the vocational qualification (refer to Section 15).*

The **selection of units of competency** within course structures should provide the opportunity for students to be eligible for a qualification. **Section 15** provides the qualification packaging rules for each qualification available within the Entertainment Industry Curriculum Framework. This information is reproduced from the Training Package and should be consulted when selecting units of competency.

As a number of units of competency from the Entertainment Training Package have been imported from other national Training Packages it is important that teachers are aware of all VET courses students are studying to ensure that they do not complete the same unit of competency in another VET course (refer to **Section 13.3**). The other Training Packages include Business Services (BSB01), General Construction (BCG03), Film, Television, Radio and Multimedia (CUF01), Music (CUS01), Metal and Engineering Industry (MEM98), Hospitality (THH02) and Retail (WRR02).

It is important to adopt an integrated or holistic approach to course delivery. Examples of integrated approaches to programming and assessment strategies, as well as advice on curriculum materials that may be used to support the delivery of courses within the Entertainment Industry Curriculum Framework, is contained in the **Entertainment Industry Support Document and Resource List** ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). This information is provided as a guide to RTOs delivering HSC courses within the curriculum framework. The use of the resources listed is not mandatory.

## **8.2 Allocation of HSC indicative hours of credit**

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the curriculum resources/delivery strategies chosen.

However, for the purposes of the Higher School Certificate, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the Higher School Certificate have been assigned to each unit of competency within the framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However this does not alter the indicative hours allocated, only the delivery hours. It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil industry assessment requirements.

Tables 1 and 2 list the indicative hours assigned to each unit of competency included in the Entertainment Industry Curriculum Framework for the purpose of unit credit towards the Higher School Certificate.

### 8.3 Entertainment Industry (120 indicative hours)

#### Purpose

The purpose of this course is to provide students with an opportunity to develop basic knowledge and skills for live production, theatre and events industries.

#### Course structure

This course comprises five compulsory units of competency and the selection of other units of competency from the 240 indicative hour course.

120 indicative hour courses are accredited for a total of two units at the Preliminary and/or HSC level.

#### Course requirements

Students must undertake **ALL** compulsory units of competency **plus** a selection of elective units of competency from the 240 indicative hour course which have not already been undertaken to a minimum value of 50 indicative hours.

Students must complete a minimum of 35 hours of mandatory work placement.

**Table 1 Entertainment Industry (120 indicative hours)**

<b>COMPULSORY Attempt ALL units</b>		
<b>Unit code</b>	<b>Unit title</b>	<b>HSC indicative hours of credit</b>
BSBCMN203A	Communicate in the workplace	15
CUECOR02B	Work with others	15
CUEIND01B	Source and apply entertainment industry knowledge	25
CUFSAF01B	Follow health, safety and security procedures	10
CUSGEN02B	Work in a culturally diverse environment	5

<b>ELECTIVE UNITS Attempt units to a minimum value of 50 indicative hours</b>
Elective units may include any unit from the 240 indicative hour course which has not already been undertaken.

Depending on the selection and achievement of units of competency, the possible qualification outcome is:
<ul style="list-style-type: none"> <li>• Certificate II in Live Production, Theatre and Events (CUE20103).</li> </ul>

#### Qualifications

To receive AQF qualifications, students must meet the assessment requirements of the Entertainment Training Package (CUE03). A qualified assessor must conduct assessment.

Qualification rules are contained in Section 15 of this document.

Further information on assessment is included in Section 11 of this document.

## 8.4 Entertainment Industry (240 indicative hours)

### Purpose

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live production, theatre and events industries.

### Course structure

This course comprises 13 compulsory units of competency and an elective pool containing 37 units of competency.

Section 15 outlines the qualification packaging rules for each qualification available through the 240 indicative hour course within the Entertainment Industry Curriculum Framework.

This section should guide the selection of elective units of competency to meet qualification requirements.

240 indicative hour courses are accredited for a total of four units at the Preliminary and/or HSC level.

### Course requirements

- Students must attempt:
  - **ALL** compulsory units of competency
  - **AND** a selection of units of competency to a minimum value of 85 indicative hours from the elective pool.
- Students must complete a minimum of 70 hours of mandatory work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination is optional. Students undertaking the course will nominate during their HSC year whether or not they elect to undertake the external written examination.

**Table 2 Entertainment Industry (240 indicative hours)**

<b>COMPULSORY Attempt ALL units</b>		
<b>Unit code</b>	<b>Unit title</b>	<b>HSC indicative hours of credit</b>
BSBCM203A	Communicate in the workplace	15
CUEAUD06A	Apply a general knowledge of vision systems to work activities	10
CUECOR01B	Manage own work and learning	5
CUECOR02B	Work with others	15
CUECOR03A	Provide quality service to customers	10
CUECOR04A	Deal with conflict and resolve complaints	10
CUEIND01B	Source and apply entertainment industry knowledge	25
CUELGT09A	Apply a general knowledge of lighting to work activities	10
CUESOU07A	Apply a general knowledge of audio to work activities	10
CUESTA05A	Apply a general knowledge of staging to work activities	10
CUFSAF01B	Follow health, safety and security procedures	10
CUSGEN02B	Work in a culturally diverse environment	5
THHGHS03B	Provide first aid	20

<b>ELECTIVE POOL Attempt units to a minimum value of 85 indicative hours</b>		
<b>Unit code</b>	<b>Unit title</b>	<b>HSC indicative hours of credit</b>
<b>Technical General</b>		
CUETGE05B	Maintain physical production elements	20
CUETGE15A	Handle physical elements safely during bump in/bump out	30
CUFBRD01A	Communicate using a two way system	5
MEM5.1AA	Manual soldering/desoldering - electrical/electronic components	20
MEM18.1AB	Use hand tools	20
MEM18.2AA	Use power tools/hand held operations	20
<b>Costume</b>		
CUECOS02B	Apply art finishing	20
CUECOS09A	Develop and apply knowledge of costume	25
CUFCOS04B	Modify, repair and maintain costumes	20
<b>Make-up</b>		
CUFMUP02A	Design, apply and remove make-up	35
<b>Props</b>		
CUEPRP02A	Research, obtain and prepare props	15
CUEPRP03A	Apply a general knowledge of props construction	10
CUEPRP05A	Make prop furniture	30
CUEPRP07A	Make props using mixed media	30
CUFPRP04A	Repair, maintain and alter props	20
<b>Scenic Art</b>		
CUESCE05A	Apply a general knowledge of scenic art	15
CUESCE06A	Use scenic art painting techniques	25
CUFSCE05A	Repair, maintain and alter scenic art	25
<b>Sets</b>		
CUESET05B	Apply set construction techniques	30
CUFSET03B	Make sets	30
<b>Audio</b>		
CUESOU09A	Manage and compile audio replay material	20

Unit code	Unit title	HSC indicative hours of credit
<b>Lighting</b>		
CUELGT03B	Install and operate follow spots	20
CUELGT05B	Record and operate standard lighting cues	30
<b>Staging</b>		
CUESTA02B	Operate staging elements	25
<b>Front of House</b>		
CUEFOH03B	Provide seating and ticketing advice	15
CUEFOH04B	Usher patrons	10
CUEFOH07A	Process financial transactions	15
CUEFOH09A	Provide venue information and assistance	10
CUEFOH10A	Monitor entry to a venue	15
WRRS1B	Sell products and services	15
<b>Marketing</b>		
CUEMAR01B	Assist with marketing	15
<b>Other</b>		
CUSBGE01A	Develop and update music industry knowledge	20
CUSGEN01A	Use and adapt to changes in technology	10
CUSSOU01A	Move and set up instruments and equipment	10
CUSSOU04A	Record sound	20

**Additional electives for Entertainment Industry (240 indicative hour)**

*These units of competency may only be selected as electives if you have **written approval** from your school system authority/RTO for their delivery in the Entertainment Industry Curriculum Framework.*

*BCGCM1001B Follow OH&S policies and procedures is a **pre-requisite** for BCGCM1005B Carry out measurements and calculations.*

Unit code	Unit title	HSC indicative hours of credit
BCGCM1005B	Carry out measurements and calculations	10
BCGCM1001B	Follow OH&S policies and procedures	25
<p>Details of these units of competency can be <b>accessed and delivered</b> from <i>Part B of the Construction Curriculum Framework (2004)</i> or at <a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a>. <b>All Training Package and HSC Requirements and Advice must be met.</b></p>		

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) (CUE30103) \*\*
- Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)
- Certificate III in Venues and Events (Customer Service) (CUE30303)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Audio* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Lighting* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Staging* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Vision Systems* (CUE30203)

\*\* Certificate III in Live Production, Theatre and Events (Construction and Manufacturing): this qualification may only be achieved following **written approval** from your school system authority/RTO regarding the delivery of BCGCM1005B *Carry out measurements and calculations* **AND** its **pre-requisite** BCGCM1001B *Follow OH&S policies and procedures*.

## Qualifications

To receive AQF qualifications, students must meet the assessment requirements of the Entertainment Training Package (CUE03). A qualified assessor must conduct assessment.

Qualification rules are contained in Section 15 of this document.

Further information on assessment is included in Section 11 of this document.

## 9 Outcomes and Content

### 9.1 Units of competency

Details about individual units of competency included in the Entertainment Industry Curriculum Framework for the Higher School Certificate are contained in Part B of this syllabus. Part B details unit of competency content and HSC requirements and advice.

The text for each unit of competency in the Entertainment Industry Curriculum Framework is reproduced directly from the Entertainment Training Package (CUE03). Units of competency consist of:

- elements of competency
- performance criteria
- range statement
- evidence guide, including:
  - underpinning skills and knowledge
  - linkages to other units
  - critical aspects of evidence
  - method and context of assessment
  - resource requirements
  - key competencies in this unit.

(Please note: a number of units of competency from the Entertainment Training Package have been imported from other national Training Packages. As a result, the unit format may differ.)

In addition, there is a column headed *HSC Requirements and Advice* which prescribes the scope of learning and minimum experiences expected for each unit of competency. These must be addressed by all students studying Entertainment Industry courses.

**The units of competency to be delivered and assessed are determined by the scope of registration of each RTO and the qualifications of the teacher/trainer/assessor.** Teachers and trainers should check their RTO's scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School principals should seek documentary evidence of the scope of any external RTO delivering the HSC course. Scope of registration can be checked on the National Training Information Services (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

Information about the delivery of training programs by RTOs other than schools or TAFE NSW colleges are contained in the Board of Studies *Assessment, Certification and Examination (ACE) Manual* or relevant Board of Studies Official Notices.

### 9.2 Course delivery

RTOs offering training programs which deliver HSC Entertainment Industry courses must take into consideration details provided in *HSC Requirements and Advice* (including key terms and concepts) as well as the following requirements for each unit of competency:

- elements of competency,
- performance criteria,
- range statement and
- all aspects of the evidence guide.

Within the *evidence guide*, particular attention should be given to details provided under *Linkages to other units* (to ensure any prerequisite/corequisite requirements have been met), the *Underpinning skills and knowledge* and the *Range Statement*. The Range Statement frequently makes reference to ‘may include’. This has been clarified in the HSC Requirements and Advice column to prescribe what learning experiences **must** be included for the HSC. Where the Range Statement states ‘must include’ it has not been repeated in the HSC column. As it is compulsory learning for the Training Package, it is compulsory learning for the HSC.

It is the responsibility of the RTO to determine both the resources required for course delivery, and the qualifications required by teachers and trainers delivering courses within the Entertainment Industry Curriculum Framework on behalf of the RTO.

Separate advice on learning materials, resource requirements and teacher qualifications is available from school system authorities.

Further advice on curriculum materials that may be used to support the delivery of courses within the Entertainment Industry Curriculum Framework is contained in the Entertainment Industry Support Document and Resource List ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). This information is provided as a guide to RTOs delivering HSC courses within the curriculum framework. The use of the resources listed is not mandatory.

## 10 Work Placement

**Work placement is a mandatory HSC requirement within this framework and appropriate hours have been assigned to each course.**

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies.

The mandatory work placement requirements for courses in this framework are not intended to indicate the time required for the achievement of units of competency. The amount of workplace learning required for competency achievement will vary from student to student. Assessment of the units of competency is to be undertaken by a qualified assessor(s) either in a work placement setting or through classroom delivery.

### **Work placement requirements**

Students must complete the following work placement for Entertainment Industry courses:

- (120 indicative hours) – a minimum of 35 hours in a workplace
- (240 indicative hours) – a minimum of 70 hours in a workplace.

It is the responsibility of the school or other RTO to determine how course outcomes are best achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual or class groups of students to achieve the competencies, this will be determined by the deliverer but does not affect the indicative HSC hours.

Work placement is to be undertaken in an entertainment industry environment. It is permissible for up to 50% to be undertaken in other entertainment production environments intended for public performance, including school productions.

Further information and advice on the implementation of work placement are contained in policy statements or guidelines available from the relevant school system authority or the RTO.

### **Part-time work**

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies *Assessment, Certification and Examination (ACE) Manual* or relevant Board of Studies Official Notices.

## 11 Assessment Requirements and Advice

### PLEASE NOTE

The HSC examination specifications detailed in this syllabus refer to the 2009 HSC examination. New HSC examination specifications will apply for the 2010 HSC examination and beyond.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Higher School Certificate, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- certifying satisfactory achievement and completion of courses
- reporting achievement in the Higher School Certificate.

For VET courses, they also include assessment for the purpose of achieving AQF Certificates and Statements of Attainment.

The information in this section relates to the Board of Studies' requirements for assessing and reporting achievement in the Higher School Certificate. In this context, *assessing* refers to competency-based assessment and to external examinations. *Reporting* refers to the documents used by the Board of Studies NSW and RTOs to report both measures of achievement.

### 11.1 Competency-based assessment

The courses within the Entertainment Industry Curriculum Framework are competency-based courses. The AQTF requires that a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

## **11.2 Training Package requirements**

To achieve an AQF Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the national Training Package. A qualified assessor under the auspices of the RTO that is to issue the qualification must conduct the assessment.

### **Assessment guidelines**

The assessment guidelines of a Training Package are part of the mandatory components of the package.

The role of the assessment guidelines is to provide the principles and guidance to ensure that assessment is fair, valid, consistent and to industry standard. Extracts from the assessment guidelines can be found in the Support Document for this syllabus.

The assessment guidelines in the Entertainment Training Package set out information on:

- the assessment system
- assessment principles and options
- assessor qualifications and using qualified assessors
- designing and conducting assessments
- recording and reporting assessment outcomes
- appeal and reassessment processes
- assessment resources.

The full text of the assessment guidelines is included in the national Entertainment Training Package (CUE03) and on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

It should be noted that a number of units of competency from the Entertainment Training Package have been imported from other national Training Packages including Business Services (BSB01), General Construction (BCG03), Film, Television, Radio and Multimedia (CUF01), Music (CUS01), Metal and Engineering Industry (MEM98), Hospitality (THH02) and Retail (WRR02).

In addition to the assessment guidelines, the Training Packages contain an evidence guide for assessment of each unit of competency within courses in the framework. These requirements are set out within the text of each unit of competency in Part B of the syllabus.

### **Using qualified assessors**

The assessment guidelines in the Training Packages specify that a qualified assessor must conduct assessment.

In general terms, there are two components of assessor qualifications:

- a minimum qualification as a workplace assessor
- a minimum level of technical competence based on current knowledge of and/or experience in industry.

It is important to note that one individual need not meet the two components of assessor qualification. The 'qualified assessor' might consist of an assessment team in which one partner has assessor qualifications and the other has industry knowledge.

All assessors who are engaged in assessing units of competency from the Entertainment Training Package must be either:

- employed by an RTO, or
- acting under the registration of an RTO.

Assessors must have the following assessment units of competency from the Training Package for Assessment and Workplace Training, or must have demonstrated equivalent competencies:

- BSZ401A Plan assessment
- BSZ402A Conduct assessment
- BSZ403A Review assessment
- **plus** the relevant vocational competencies, at least to the level being assessed.

Within the cultural industries, competence in the relevant vocational competencies to at least one level above the level being assessed is strongly recommended.

In addition to the above it is recommended that assessors:

- demonstrate comprehensive current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This may be demonstrated through evidence of one or more of the items below:
  - relevant work experience
  - attendance at professional development/training and education activities focusing on good practice in the relevant industry competencies
  - participation in professional/industry networks.
- demonstrate current knowledge and skill in assessing units of competency from the Entertainment Training Package in a range of contexts. This may be demonstrated through at least one of the following:
  - familiarity with the competency standards in the relevant Training Package to be used by the candidate as a basis of assessment
  - recent planning, conduct and review of assessment and/or workplace training activities
  - participation in moderation/validation processes
  - attendance at professional development activities focusing on assessment and/or workplace training
  - understanding of the requisite assessor qualifications within the relevant Training Package.
- demonstrate the necessary interpersonal and communication skills required in the assessment process. This may be demonstrated through evidence of one or more of the following:
  - attendance at professional development and/or training activities focusing on effective communication in assessment and/or workplace training contexts
  - knowledge of language, literacy and numeracy issues in the context of assessment and workplace training
  - recent assessment and/or workplace training activities.

### **11.3 Competency Record**

The documentation for the Entertainment Industry Curriculum Framework includes a competency record which forms a permanent record of all units and elements of competency achieved by students undertaking courses within the Entertainment Industry Curriculum Framework. Whilst maintaining records is compulsory, the use of the Competency Record is

not mandatory. RTOs may choose to design an alternative form of competency record or use versions produced by industry bodies. For further details, teachers and principals should consult the Board of Studies *Assessment, Certification and Examination (ACE) Manual* or relevant Board of Studies Official Notices.

If the RTO chooses to use the competency record, achievement of elements of competency and units of competency should be progressively recorded in the competency record book. It should be noted that:

- all performance criteria need to be met to demonstrate the achievement of an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency
- where the unit of competency is assessed within a particular context, the RTO may make a notation in the competency record book to indicate the context in which the unit was achieved.

As stated in Section 11.1 of this document it is emphasised that elements and performance criteria need not (and should not) be assessed individually.

#### **11.4 HSC Examination: Entertainment Industry (240 indicative hours)**

The Higher School Certificate examination in Entertainment Industry is optional. Only students who have completed the Entertainment Industry (240 indicative hours) course are eligible. Students will nominate during the HSC year whether they will undertake the optional written examination. Students who undertake the examination can have their mark contribute to their UAI.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

#### **11.5 HSC Examination specifications**

The examination in Entertainment Industry is a two-hour written paper. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

The paper will be based on three areas:

- 1 Compulsory units of competency in Entertainment Industry (240 indicative hours) including:
  - elements of competency
  - performance criteria
  - range statement
  - evidence guide, including:
    - underpinning skills and knowledge
    - critical aspects of evidence
    - method and context of assessment
    - key competencies in this unit.

The compulsory units of competency are:

<b>Unit code</b>	<b>Unit title</b>
BSBCMN203A	Communicate in the workplace
CUEAUD06A	Apply a general knowledge of vision systems to work activities
CUECOR01B	Manage own work and learning
CUECOR02B	Work with others
CUECOR03A	Provide quality service to customers
CUECOR04A	Deal with conflict and resolve complaints
CUEIND01B	Source and apply entertainment industry knowledge
CUELGT09A	Apply a general knowledge of lighting to work activities
CUESOU07A	Apply a general knowledge of audio to work activities
CUESTA05A	Apply a general knowledge of staging to work activities
CUFSAF01B	Follow health, safety and security procedures
CUSGEN02B	Work in a culturally diverse environment
THHGHS03B	Provide first aid

- 2 Minimum prescribed learning contained in the HSC requirements and advice for each compulsory unit of competency (see *Entertainment Industry Curriculum Framework Part B*), described as:
  - key terms and concepts, and
  - HSC requirements and advice.
- 3 Associated key competencies.

**The paper will consist of THREE sections:**

*Section I (15 marks)*

- There are 15 multiple-choice questions.
- All questions in this section are compulsory.
- All questions are of equal value.

*Section II (35 marks)*

- The questions in this section are short-response items, in parts.
- All questions in this section are compulsory.
- Question parts will range in value.

*Section III (30 marks)*

- The questions in this section require an extended-response.
- There are three questions.
- Students must attempt TWO questions.
- All questions are of equal value.

## **12 HSC Requirements and Certification**

### **12.1 Course completion requirements**

For a student to be considered to have satisfactorily completed a course within the Entertainment Industry Curriculum Framework there must be sufficient evidence that the student has:

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- undertaken the mandatory work placement.

### **12.2 Preliminary and HSC unit credit**

To facilitate flexibility of VET in the Higher School Certificate, courses within the Entertainment Industry Curriculum Framework may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

### **12.3 HSC Record of Achievement**

Courses within the Entertainment Industry Curriculum Framework will be listed on the HSC Record of Achievement, together with the unit value of the course.

No mark will be listed for the achievement of competency but the Record of Achievement will refer to the AQF Certificates and Statements of Attainment, which will be issued separately.

For students enrolled in Entertainment Industry (240 indicative hours) and who undertake the written HSC examination, an examination mark out of 100 will be recorded on the HSC Record of Achievement. No school-based assessment mark will be recorded.

### **12.4 AQF qualifications**

When a student has been assessed they can receive formal recognition of their competencies. This formal recognition of competencies leads to a Statement of Attainment or a qualification.

To achieve a **qualification**, a person must achieve the full set of units of competency as specified in the Training Package qualification packaging rules.

A **Statement of Attainment** can be issued for successful achievement of a single unit or for a group of units. At a later date, the person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for a qualification. RTOs must recognise and give credit for the competencies that have been recorded on a Statement of Attainment.

Requirements for each qualification are contained in Section 15 of this document.

Students who undertake the following HSC courses may be eligible for AQF certification as listed below.

• **Entertainment Industry (120 indicative hours)** **[Refer to Section 8.3]**

Depending on the selection and achievement of units of competency, possible qualification outcome:

- Certificate II in Live Production, Theatre and Events (CUE20103).

• **Entertainment Industry (240 indicative hours)** **[Refer to Section 8.4]**

Depending on the selection and achievement of units of competency, possible qualification outcome:

- Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) (CUE30103) \*\*
- Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)
- Certificate III in Venues and Events (Customer Service) (CUE30303)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Audio* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Lighting* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Staging* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Vision Systems* (CUE30203).

\*\* Certificate III in Live Production, Theatre and Events (Construction and Manufacturing): this qualification may only be achieved following **written approval** from your school system authority/ RTO regarding the delivery of BCGCM1005B *Carry out measurements and calculations* **AND** its **pre-requisite** BCGCM1001B *Follow OH&S policies and procedures*.

## **13 Other Information**

### **13.1 Providing for all students**

#### **13.1.1 Students with Special Education needs**

Courses within the Entertainment Industry Curriculum Framework are available to all students.

Students with special education needs who meet the eligibility requirements for undertaking Stage 6 Life Skills courses may access:

- all courses within the Entertainment Industry Curriculum Framework under regular course arrangements
- OR**
- units of competency selected through the individual transition-planning process from the relevant course units of competency detailed in Sections 8.3 and 8.4 of Part A of this syllabus.

The latter option recognises that students with special education needs may require additional time to demonstrate the required level of competence.

The appropriate units of competency will be selected through the individual transition-planning process and should be directed towards the achievement of an AQF Certificate.

It is recommended that the individual transition-planning should prioritise the compulsory units of competency as they provide essential foundation skills for employment in the Entertainment Industry. Additional units of competency should then be selected according to the identified individual needs of the student.

Successful participation in courses within the Entertainment Industry Curriculum Framework for students with special education needs will require:

- transition planning to meet individual needs
- prevocational preparation
- appropriate methods for course delivery and assessment
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

To develop skills and knowledge to industry standard, students with special education needs may require extended time and additional support off the job and in the workplace.

#### **Work placement**

Students with special education needs must undertake the minimum work placement requirements for courses within the Entertainment Industry Curriculum Framework, detailed in the course requirements for each course and in Section 10 of this document.

#### **Assessment**

Students with special education needs are subject to the assessment requirements detailed in Section 11 of this document.

### **AQF qualifications**

Eligibility for AQF qualifications is the same for all students. To receive AQF qualifications, students with special education needs must meet the assessment requirements of the Entertainment Training Package (CUE03). A qualified assessor must conduct assessment.

### **Eligibility to enrol in Life Skills courses in Stage 6**

In general, students entering a Life Skills course in Stage 6 will have completed at least four Life Skills courses in Stage 5. In special circumstances, a student who has not undertaken at least four Life Skills courses in Stage 5 may wish to enrol in Life Skills courses in Stage 6.

These special circumstances might include situations where:

- a student has attempted regular syllabuses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

The completion of a transition-planning process for each student is a condition of access to Life Skills courses in Stage 6.

The Board expects that the majority of students who enrol in Life Skills courses in Stage 6 will be students with an intellectual disability.

#### **13.1.2 Gender and cultural considerations**

Industry curriculum frameworks have been developed to address the needs of a broad range of students. Teaching and assessment programs in the Entertainment Industry Curriculum Framework should be developed to minimise any gender or cultural bias. Case studies, illustrative examples and other materials used for teaching and assessment should be selected on the basis that they do not reinforce gender or cultural stereotypes.

#### **13.1.3 Part-time school-based trainees**

The Entertainment Industry Curriculum Framework includes provision for trainees to fulfil their requirements and gain an AQF qualification.

Trainees who are seeking credit towards the Higher School Certificate for their training should undertake Entertainment Industry (240 indicative hours). Additional HSC credit is available through the locally designed Board Endorsed Course process. Such courses may draw from units of competency in the Entertainment Training Package (CUE03) and can be tailored/ customised to align to a student's training plan as included in their VTO.

Further information on requirements and arrangements for part-time traineeships in the Entertainment Industry is available from school system authorities, the Department of Education and Training and New Apprenticeship Centres.

### **13.2 Key competencies**

The *key competencies* are competencies considered essential for effective participation in the emerging patterns of work and work organisations as well as in life generally. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key

competencies are generic in that they apply to work generally, rather than being specific to particular occupations or industries.

The key competencies referred to in this industry curriculum framework are:

- collecting, organising and analysing information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

Each unit of competency included in this industry curriculum framework identifies the relationship between the unit and the key competencies. This relationship is represented by performance levels 1, 2 and 3. The following provides a brief description of the performance levels.

**Performance Level 1** describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

**Performance Level 2** describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

**Performance Level 3** describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Key competencies are essential features of each of the units of competency and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.

### **13.3 Links between the Entertainment Industry Curriculum Framework and other HSC courses**

Students may draw on skills and knowledge acquired in the study of general education HSC subjects to develop competencies in Entertainment. Learning in English, for example, will contribute to the development of communication and team competencies. Learning in Information Processes and Technology or Software Design and Development will contribute to the technology competencies. Similarly, learning in Physics will contribute to competencies in areas such as audio and lighting and learning in Creative Arts subjects to a range of competencies. There are several Board Developed and Content Endorsed courses which include options or modules in First Aid, which is a compulsory unit of competency in the Entertainment Industry Curriculum Framework. Conversely, skills and knowledge acquired through learning and experience in Entertainment Industry courses may assist students in achieving the learning outcomes of general education HSC courses.

Where students are undertaking VET courses in more than one industry curriculum framework, similar competencies may be required. In these cases, learning in one area may contribute significantly to learning in another.

As a number of units of competency from the Entertainment Training Package have been imported from other national Training Packages it is important that teachers are aware of all VET courses students are studying to ensure that they do not complete the same unit of competency in another VET course. The other Training Packages include Business Services (BSB01), General Construction (BCG03), Film, Television, Radio and Multimedia (CUF01), Music (CUS01), Metal and Engineering Industry (MEM98), Hospitality (THH02) and Retail (WRR02).

*Students may not claim HSC unit credit twice for the same unit of competency. Where a student is undertaking two VET courses involving common units of competency, additional units of competency will need to be included in the student's program of study in one of the industry areas to make up the indicative hour requirements for Higher School Certificate unit credit.*

The following frameworks contain units of competency in common with the Entertainment Industry Curriculum Framework:

<b>Entertainment Industry</b>	<b>Business Services</b>	<b>Construction</b>	<b>Hospitality</b>	<b>Metal and Engineering</b>	<b>Retail</b>
Communicate in the workplace	✓	-	-	-	-
Provide first aid	-	-	✓	-	-
Manual soldering/ desoldering electrical/ electronic components	-	-	-	✓	-
Use hand tools	-	-	-	✓	-
Use power tools/hand held operations	-	-	-	✓	-
Sell products and services	-	-	-	-	✓
Carry out measurements and calculations	-	✓	-	-	-
Follow OH&S policies and procedures	-	✓	-	-	-

*Please note: Teachers need to be aware that the HSC Requirements and Advice for the above units of competency may vary slightly in each Framework due to the contextualisation of content to the different industry areas. Students should be informed of the links between courses within the Entertainment Industry Curriculum Framework and other courses that they are studying, and of possible assessment opportunities. Where students apply for recognition of competencies achieved in other Frameworks, there will be a need to contextualise their learning to the Entertainment industry.*

Further advice on these matters is contained in the Entertainment Industry Support Document and in the *Assessment, Certification and Examination (ACE) Manual* published by the Board of Studies ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

### **13.4 Articulation to further training**

Students achieving units of competency in this industry curriculum framework can apply to have those units recognised in other endorsed Training Package qualifications which contain the same units of competency.

Students and teachers should study the qualifications within the Entertainment Training Package (CUE03) to identify possible training pathways.

Students who proceed to higher-level courses at TAFE NSW or through other RTOs may be eligible for advanced standing in related university courses under arrangements between RTOs and universities.

Students seeking to gain credit towards AQF qualifications in other industries may use the qualifications gained in Entertainment as evidence of competency for related units of competency in any national Training Packages.

Further information on requirements and arrangements for post-school traineeships in the entertainment industry is available from the Department of Education and Training and New Apprenticeship Centres.

## 14 AQF VET Qualifications

The various titles of AQF VET qualifications reflect levels of performance and degrees of responsibility in a workplace context. The level of a qualification thus provides an indication of the standard of achievement expected, which is comparable across industries and provides a context for assessment.

Industry curriculum frameworks relate to VET sector Certificates I to III. Brief descriptions of Certificates I, II and III, adapted from the *Australian Qualifications Framework Implementation Handbook*,<sup>1</sup> are provided below.

### Certificate I

Work is likely to be carried out under direct supervision. Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities, most of which would be routine and predictable.

An individual demonstrating competencies at this level would be able to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant tools
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

### Certificate II

Work is likely to be carried out under direct supervision. Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

An individual demonstrating competencies at this level would be able to:

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice is required between options within a limited range
- assess and record information from various sources
- take limited responsibility for one's own outputs in work and learning.

### Certificate III

Breadth, depth and complexity of knowledge and competencies would cover the selecting, adapting and transferring of skills and knowledge to new environments, and providing technical advice and some leadership in the resolution of specific problems. This would be applied across a range of roles in a variety of contexts, with some complexity in the extent and choice of options available.

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<sup>1</sup> Australian Qualifications Framework (AQF) Advisory Board, 2003, *Australian Qualifications Framework Implementation Handbook*, Third edition, Carlton, VIC.

An individual demonstrating these competencies would be able to:

- perform a defined range of skilled operations usually within a range of broader, related activities involving known routines, methods and procedures
- exercise some discretion and judgement in the selection of equipment, services or contingency measures
- operate within known time constraints
- take some responsibility for others
- participate in teams, including group or team coordination.

Statements of Attainment and Certificates are <b>ONLY</b> issued on the basis of successful achievement of competency as determined by a qualified assessor.
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## 15 Minimum Requirements for AQF Qualifications

The following pages outline the qualification packaging rules for the AQF qualifications available in this framework. This information is reproduced from the Entertainment Training Package (CUE03). It is included so that the minimum requirements for achieving the industry qualifications are clear. Students who meet these requirements will be eligible for the relevant AQF Certificate, whether or not they have met the additional requirements of the HSC course.

**Please note: Only the shaded units of competency are available in the Entertainment Industry Curriculum Framework. HSC course requirements are outlined in Section 8.**

### CUE20103: Certificate II in Live Production, Theatre and Events

#### Core units

##### Complete 1 core unit:

CUFSAF01B Follow health, safety and security procedures

#### Elective units

##### Complete 8 units with at least 6 from one or more of the following Training Packages:

Entertainment

Film, TV, Radio and Multimedia

Music

Performing Arts (when endorsed)

Remaining units may be selected from any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate II. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

**Please note: Only the shaded units of competency are available in the Entertainment Industry Curriculum Framework. HSC course requirements are outlined in Section 8.**

### **CUE30103: Certificate III in Live Production, Theatre and Events (Construction and Manufacturing)**

#### **Core units**

##### **Complete 6 core units:**

CUEIND01B	Source and apply entertainment industry knowledge
CUFSAF01B	Follow health, safety and security procedures
CUECOR02B	Work with others
CUECOR01B	Manage own work and learning
BCGCM1005B	Carry out measurements and calculations **
MEM18.1AB	Use hand tools

#### **Elective units**

##### **Complete 6 other units with at least 4 from one or more of the following areas of the Entertainment Training Package:**

Props

Sets

Scenic art

Staging

Technical General

Remaining units may be selected from any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

\*\* Contact your school system authority/ RTO for advice regarding availability of and approval for delivery of this unit **AND** its **pre-requisite** BCGCM1001B *Follow OH&S policies and procedures.*

**Please note: Only the shaded units of competency are available in the Entertainment Industry Curriculum Framework. HSC course requirements are outlined in Section 8.**

**CUE30203: Certificate III in Live Production, Theatre and Events  
(Technical Operations)**

**Core units**

**Complete 4 core units:**

CUEIND01B	Source and apply entertainment industry knowledge
CUFSAF01B	Follow health, safety and security procedures
CUECOR02B	Work with others
CUECOR01B	Manage own work and learning

**Stream units**

**To achieve a broadly-based Technical Operations qualification complete 4 units from one or more of the following areas of the Entertainment Training Package:**

- Audio
- Cinema Projection
- Lighting
- Staging
- Vision Systems
- Technical General

**To achieve a specialisation in Audio complete the following units:**

CUESOU07A	Apply a general knowledge of audio to work activities
CUESOU08A	Select and manage microphone and other audio input sources
CUSSOU05B	Install, align and test audio equipment
CUESOU09A	Manage and compile audio replay material
CUESOU03B	Operate professional audio equipment

**To achieve a specialisation in Lighting complete the following units:**

MEM18.1AB	Use hand tools
CUELGT09A	Apply a general knowledge of lighting to work activities
CUELGT05B	Record and operate standard lighting cues
CUFLGT02B	Prepare, install and test lighting equipment

**To achieve a specialisation in Staging complete the following units:**

MEM18.1AB Use hand tools

CUESTA05A Apply a general knowledge of staging to work activities

CUESTA01B Install staging elements

CUESTA02B Operate staging elements

**To achieve a specialisation in Vision Systems complete the following units:**

MEM18.1AB Use hand tools

CUEAUD06A Apply a general knowledge of vision systems to work activities

CUEAUD02B Prepare, rig, test and modify vision systems

CUEAUD03B Operate vision systems

**Elective units**

**Complete 3 other units from any relevant endorsed Training Package**

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

**Please note: Only the shaded units of competency are available in the Entertainment Industry Curriculum Framework. HSC course requirements are outlined in Section 8.**

### **CUE30303: Certificate III in Venues and Events (Customer Service)**

#### **Core units**

##### **Complete 6 core units:**

CUEIND01B	Source and apply entertainment industry knowledge
CUFSAF01B	Follow health, safety and security procedures
CUECOR02B	Work with others
CUSGEN02A	Work in a culturally diverse environment
CUECOR03A	Provide quality service to customers
CUECOR04A	Deal with conflict and resolve complaints

#### **Elective units**

##### **Complete 6 other units with at least 3 from one or more of the following areas of the Entertainment Training Package:**

Front of House

Remaining units may be selected from any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

## 16 Glossary

ANTA	<b>Australian National Training Authority.</b>
AQF	<b>Australian Qualifications Framework.</b> The AQF is a comprehensive policy framework defining all qualifications recognised nationally in post-compulsory education and training in Australia. The qualification level depends on the depth, complexity and degree of autonomy involved in the work. The Australian Qualifications Framework comprises guidelines which define each qualification, together with principles and protocols covering articulation, issuing of a qualification, and transition arrangements.
AQTF	<b>Australian Quality Training Framework.</b> The AQTF is a comprehensive approach to national recognition of vocational education and training (VET). It is based on a quality-assured approach to the registration of providers that assess competency outcomes and issue qualifications. It includes mutual recognition, processes for registering training organisations, and quality assurance.
assessment guidelines	The requirements of the assessment system in the industry's Training Package. This component is mandatory and needs to be read in conjunction with the assessment requirements of each competency standard.
AVETMISS	<b>Australian Vocational Education and Training Management Information Statistical Standard.</b>
competency standards/units of competency	<p>The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace, expressed as a competency standard. They provide a description of the skills, knowledge and attitudes required to perform particular kinds of work. Competency standards also define the outcomes for training delivery, assessment and the issuing of qualifications and Statements of Attainment under the Australian Qualifications Framework.</p> <p>Units of competency are composed of elements of competency. They include performance criteria (which specify the required level of performance), the range of variables (which indicates the context for performance) and the evidence guide (which indicates the context for assessment).</p> <p>Competencies are developed nationally as an endorsed component of Training Packages or, where no relevant Training Package exists, as the basis for defining the learning outcomes of an accredited course.</p>
compliance assessment	A systematic and independent external assessment administered by a State Training Authority/State Recognition Authority to determine whether a Registered Training Organisation is operating effectively within its registered scope.

compulsory units of competency	Units that must be studied for the Higher School Certificate.
core units of competency	Core units of competency are those required under the AQF to be eligible for the qualification.
elements of competency	The basic building blocks of the unit of competency. Elements of competency break down a unit of competency into workplace-related tasks.
ICFIP	<b>Industry Curriculum Framework Information Package.</b> A document produced by the school system authorities to provide schools with information on teacher qualifications and resource requirements that must be adhered to for the delivery of vocational courses. It also includes quality assurance checklists that must be completed each year to demonstrate compliance with the Australian Quality Training Framework.
ITAB	<b>Industry Training Advisory Body.</b> Independent incorporated associations or companies that assist with the development of training programs. The national ITABs are also concerned with the development of National Training Packages.
mutual recognition	This encompasses Registered Training Organisations, qualifications and training products: <ul style="list-style-type: none"><li>• Registered Training Organisations – acceptance by a State Recognition Authority/State Training Authority enabling a Registered Training Organisation to operate within its jurisdiction on the basis of its primary registration</li><li>• qualifications – acceptance by a Registered Training Organisation of the recognition decisions of other Registered Training Organisations/State Recognition Authorities relating to the issuing of qualifications and Statements of Attainment, enabling individuals to receive full recognition of their achievements, including credit transfer where appropriate</li><li>• training products – acceptance of recognised training products available in the training market. This includes endorsed Training Packages, training programs for packages, and accredited courses.</li></ul>
NTF	<b>National Training Framework.</b>
NTIS	<b>National Training Information Service.</b> A relational database that provides up-to-date information on recognised vocational education and training, including details of endorsed Training Packages and their components (competency standards, assessment guidelines and qualifications, and any non-endorsed components) together with details of Registered Training Organisations and their scope of registration. The NTIS web address is <a href="http://www.ntis.gov.au">www.ntis.gov.au</a>
OHS	<b>Occupational Health and Safety.</b>

QRRRC	<b>Qualifications, Recognition and Resource Requirements Committee.</b> Determines the teacher qualifications and resource requirements for the delivery of VET courses in NSW schools. Also has responsibility for recognising teacher qualifications and recommending appropriate professional development for VET teachers. The committee includes representatives from the school systems, industry, TAFE NSW and the Office of the Board of Studies.
qualification	The defined set of competencies that establishes a specified identifiable point of achievement, relevant to industry and community needs, expressed in accordance with the titles of the Australian Qualifications Framework and recognised through endorsement as part of a Training Package or through accreditation. The credential awarded by a Registered Training Organisation demonstrates the achievement of the defined set of competencies.
RTO	<b>Registered Training Organisation.</b> Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE NSW colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation that meets the requirements for registration.
scope of registration	Defines the parameters of recognition as a Registered Training Organisation in respect of the products and services offered and the range of areas in which the organisation operates. Scope establishes whether the organisation is registered for training delivery and/or skill recognition services and the qualifications and Statements of Attainment it has been granted authority to issue, identified by Training Packages or accredited courses.
Statement of Attainment	The formal certification issued by a relevant approved body (Registered Training Organisation or State Recognition Authority) in recognition that a person has achieved some of the competencies identified for a particular qualification (within a Training Package, accredited course or customised qualification).
Training Packages	Comprehensive, integrated products that provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training Packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components that may include learning strategies, assessment resources and professional development materials.
VET	<b>Vocational Education and Training.</b>
VETAB	<b>The Vocational Education and Training Accreditation Board.</b>