DRAFT

Entertainment Industry Curriculum Framework

Stage 6 Syllabus

Part B

for implementation from 2003
Acknowledgement

Units of competency from the Entertainment Industry Training Package in Part B of this syllabus are © Australian National Training Authority (ANTA). Reproduced with permission.

The following copyright warning applies to the material from the Training Package:

All rights reserved. This work has been produced initially with the assistance of funding provided by the Commonwealth Government through ANTA. This work is copyright, but permission is given to trainers and teachers to make copies by photocopying or other duplicating processes for use with their own training organisations or in a workplace where the training is being conducted. This permission does not extend to the making of copies for use outside the immediate training environment for which they are made, nor the making of copies for hire or resale to third parties. The views expressed in this version of the work do not necessarily represent the views of ANTA. ANTA does not give warranty nor accept any liability.

© 2002 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the Copyright Act 1968. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

• to use the Material for information purposes only
• to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
• to acknowledge that the Material is provided by the Board of Studies NSW
• not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
• to include this copyright notice in any copy made
• not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner’s specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: http://www.boardofstudies.nsw.edu.au

ISBN 1 74099 0976 8

2002120
February 2002
The Entertainment Industry Curriculum Framework Syllabus

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

This industry curriculum framework incorporates all Higher School Certificate Entertainment Industry VET courses including:

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

This document, Part B of the *Entertainment Industry Curriculum Framework Stage 6 Syllabus*, contains the text of the units of competency from the Entertainment Industry Training Package that comprise the AQF Certificate II in Business. Each unit of competency is accompanied by HSC Requirements and Advice. The HSC requirements and advice column indicates the depth of study required for purposes of the HSC. The terms, concepts and content contained in this column must be included in programming and delivery for the HSC.

Industry Curriculum Framework Documentation

|----------------|----------------|------------------------|------------------|-------------------------------|--------------------------|-------------------------|
## Entertainment Industry Curriculum Framework Syllabus – Units of Competency Contained in Part B

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

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Indicative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUEIND1A Apply organisation and industry knowledge</td>
<td>30</td>
</tr>
<tr>
<td>CUECOR2A Work with others</td>
<td>20</td>
</tr>
<tr>
<td>THHICOR03A Follow health, safety and security procedures</td>
<td>10</td>
</tr>
<tr>
<td>THHGHSO3A Provide first aid</td>
<td>20</td>
</tr>
<tr>
<td>CUETGE1A Undertake simple lighting/sound/audiovisual activities</td>
<td>30</td>
</tr>
<tr>
<td>CUETGE2A Assist with staging</td>
<td>20</td>
</tr>
<tr>
<td>CUECLE1A Undertake general administrative procedures</td>
<td>15</td>
</tr>
<tr>
<td>CUECLE2A Use information technology</td>
<td>20</td>
</tr>
<tr>
<td>THHICOR02A Work in a socially diverse environment</td>
<td>5</td>
</tr>
<tr>
<td>CUETGE3A Bump in the show</td>
<td>25</td>
</tr>
<tr>
<td>CUETGE4A Bump out the show</td>
<td>20</td>
</tr>
<tr>
<td>CUECOS3A Assist in making costumes</td>
<td>20</td>
</tr>
<tr>
<td>CUESSET5A Assist in making sets</td>
<td>20</td>
</tr>
<tr>
<td>CUEMUP1A Design, apply, and remove make-up</td>
<td>20</td>
</tr>
<tr>
<td>CUECOR1A Manage own work and learning</td>
<td>5</td>
</tr>
<tr>
<td>CUETGE7A Carry out manual soldering and de-soldering</td>
<td>40</td>
</tr>
<tr>
<td>CUETGE10A Perform routine manual metal arc and/or gas metal arc welding</td>
<td>40</td>
</tr>
<tr>
<td>CUETGE8A Use hand tools</td>
<td>20</td>
</tr>
<tr>
<td>CUETGE9A Use power tools/hand-held operation</td>
<td>20</td>
</tr>
<tr>
<td>CUEFOH1A Respond positively to patrons</td>
<td>15</td>
</tr>
<tr>
<td>CUEFOH2A Sell products/services to patrons</td>
<td>15</td>
</tr>
<tr>
<td>CUEFOH4A Usher patrons</td>
<td>15</td>
</tr>
<tr>
<td>CUEFOH5A Provide security services</td>
<td>20</td>
</tr>
<tr>
<td>CUSBBGE01A Develop and update music industry knowledge</td>
<td>25</td>
</tr>
<tr>
<td>CUSSOU01A Move and set up instruments and equipment</td>
<td>10</td>
</tr>
<tr>
<td>CUSSOU04A Record sound</td>
<td>25</td>
</tr>
<tr>
<td>CUSSOU07A Edit sound using analogue systems</td>
<td>20</td>
</tr>
<tr>
<td>CUSGEN01A Use and adapt to changes in technology</td>
<td>5</td>
</tr>
</tbody>
</table>

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

For information on extension course units, which are not included in Part B of this syllabus, please consult the Board of Studies website www.boardofstudies.nsw.edu.au or the Entertainment Industry Training Package.
Title: UNDERTAKE GENERAL ADMINISTRATIVE PROCEDURES

Unit Code: CUECLE1A

Unit Descriptor: This unit describes the skills and knowledge required to perform general administrative tasks including processing information, producing forms/documents and computer operations.

HSC Indicative Hours: 15

Context/s of Assessment
This unit may be assessed on the job or off the job or in a combination of both.

Critical aspects of Evidence
Evidence to demonstrate consistent achievement of this unit’s outcomes include:
- communicating effectively within the range of situations required for the job role
- carrying out procedures with thoroughness, accuracy and attention to detail
- operating a range of office equipment and software programs
- working as part of a team

Consistency of Performance
This unit may be assessed concurrently with the following units of competency:
- Work with others
- Manage own work and learning
- Apply industry and organisation knowledge
- Work in a socially diverse environment

Resource Implications
Resource requirements include:
- relevant office equipment as identified in the Range of Variables
- computer and computer software
- stationery

Key Terms and Concepts:
- software
- policy
- procedure
- correspondence
- file retrieval
- requisition
- organisational requirements
- courier
- telecommunications
- designated instructions
- freight
- invoice
- organisational policy and procedures
- consumable stock
- word processing
- spreadsheet
- database
- online
- attachment
- financial reconciliation

Outlines key features of assessment process

Time frame for assessment of competency

This is an integral part of the assessment of competence and should be read in conjunction with the range statement

Hours recognised for HSC credit

Resources required for assessment

Key terms and concepts to be addressed when undertaking this unit of competency for the purposes of the HSC
**ELEMENT**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Range of Variables</th>
<th>Evidence Guide</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Perform administrative procedures</strong></td>
<td>The following variables may apply:</td>
<td>Undertaking knowledge and skills Skills and knowledge are required in:</td>
<td>Learning experiences for the HSC must address:</td>
</tr>
<tr>
<td></td>
<td>• Administrative procedures are performed accurately, promptly and efficiently in accordance with organisation requirements</td>
<td>• basic knowledge of the entertainment industry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Administrative procedures may include:</td>
<td>• knowledge of organisation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• opening and distributing external and internal mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• answering machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• taking messages - telephone, answering machine, pager</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• photocopying documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• filing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• faxing documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• sending or receiving material via couriers or freight system - requisitioning consumable stock</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• information received from colleagues and/or customers is processed according to organisational procedures and circulated to the appropriate personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• response to enquiries from colleagues and/or customers is prompt and courteous, and where necessary, the matter is referred to appropriate personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• follow-up action is taken as necessary or referred to appropriate personnel as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• infor mation received from colleagues and/or customers is processed according to organisational procedures and circulated to the appropriate personnel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The range of Variables provides advice on how to interpret the scope and context of this unit of competence, allowing for the differences between enterprises and workplaces.**

**The evidence guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. It should be read against each performance criteria for the element of competency.**

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

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

**Date of release for the HSC:**

February 2002

CUECLE1A – Undertake General Administrative Procedures

Entertainment Industry Curriculum Framework (draft)
<table>
<thead>
<tr>
<th>Training Package</th>
<th>ENTERTAINMENT INDUSTRY (CUE98)</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>

**Title:** APPLY ORGANISATION AND INDUSTRY KNOWLEDGE

**Unit Code** | **Unit Descriptor:**
--- | ---
**CUEIND1A** | This unit describes the skills and knowledge required to effectively acquire and apply relevant organisational and industrial knowledge.

### HSC Indicative Hours:
30

#### Methods and Context of Assessment
This unit may be assessed on or off the job.

#### Critical aspects of Evidence
Evidence to demonstrate consistent achievement of this unit’s outcomes include:
- ability to gather and apply information appropriate to the job role
- ability to communicate effectively with colleagues and external individuals/organisations within the range of situations required for the job role

#### Concurrent Assessment
This unit may be assessed concurrently with the following units of competency:
- Work with others
- Manage own work and learning
- Work in a socially diverse environment

#### Resource Requirements
This unit of competency should be assessed using relevant materials to be read and interpreted and/or listened or spoken as identified in the Range of Variables.

#### HSC Requirements and Advice

### Key Terms and Concepts:
- union
- employers
- media monitoring
- information sources
- mission statement
- organisational goals and objectives
- rights and responsibilities
- industrial relations
- induction
- role descriptions
- duty of care
- accountability
- industry codes of practice
- rehearsal schedule
- ethical behaviour
- confidentiality
- appraisal
- current industry trends
- maintain industry knowledge
- dispute resolution
- effective communication
- organisational goals and functions
- organisational policies and procedures
- awards and agreements
- occupational health and safety laws and regulations
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Acquire and apply knowledge of the organisation | • Relevant information sources are used to acquire knowledge of the organisation including its history, key goals and functions, the names of the key departments and basic details of their operations, the names of senior personnel and their key functions.  
• Knowledge of the organisation is applied as appropriate within the relevant job role | The following variables may apply:  
Material to be read and interpreted which may include:  
• statements of organisational goals and functions  
• general material about the organisation and its function, such as newsletters, bulletins, promotional materials, annual reports strategic plans  
• induction manuals  
• awards and agreements covering employment and conditions  
• union publications including newsletters, magazines, bulletins, letters  
• organisational policies and procedures  
• occupational health and safety laws and regulations.  
• newspapers, magazines, books, specialist technical and/or professional publications  
• internet, video and audiotape sources | Learning experiences for the HSC must address:  
- An understanding of the importance of relevant sources of information relating to organisations, such as:  
  - Mission Statements  
  - Statements of goals and functions  
  - Strategic plans and annual reports  
  - Role descriptions and titles (including, but not limited to director, executive producer, production co-ordinator, usher, sales/merchandising assistant, front of house administrator, lighting technician, sound technician, dresser or costume assistant, make-up artist, costume maker, scenic artist, mechanist, cinema projectionist, set maker, stage manager, props maker, designer, technical supervisor in any field, stage manager/assistant stage manager, human resource manager, marketing and promotions specialist, general manager, event coordinator or manager, operations manager, tour manager, and programming manager  
  - Introductory manuals and organisational charts  
  - Routine schedules and events-in-progress plans | |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>employer body membership</td>
<td>• Knowledge of the basic rights of the employer and employee is applied as appropriate within the relevant job role</td>
<td>Material to be listened to, or spoken, which may include: • information about the organisation, what it does, key people • anecdotal or historical information about the organisation • anecdotal information (‘gossip’) important to getting a job, such as what events are doing well, what events are coming up, where the jobs are (and where they are likely to be), conditions and rates of pay</td>
<td>• knowledge of entertainment industry terminology • knowledge of the nature, role and functions of unions and employer associations • knowledge of unions and employer associations in the entertainment industry • knowledge of procedures for resolving disputes between employers and employees • knowledge of the rights and responsibilities of employers and employees, including legal rights and responsibilities</td>
<td>- Disputes and Grievance Procedures - Appraisal / Performance Review documents - Lines of accountability, flowcharts - Organisational protocols (including OH&amp;S, Affirmative Action)</td>
</tr>
</tbody>
</table>

3. Acquire and apply knowledge of the industry

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Relevant publications are used to acquire knowledge of the industry</td>
<td>• technical or industry language relating needed for work • information about awards, entitlements, responsibilities • information about how work is organised and appropriate methods of interacting with other worker</td>
<td>• knowledge of the obligations of employers including safe system of work, non-discrimination • knowledge of the obligations of employees including attendance ethical behaviour, taking directions, confidentiality, work performance, safety and care</td>
<td>- An understanding of the importance of the role of information dissemination in the industry including industry wide publications promoting the industry and communicating current developments - An understanding of industry language used for specific technical roles within the industry - An understanding of the importance of anecdotal information and networking in developing knowledge of the industry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Current industry issues are monitored through general media sources e.g. newspaper review and arts columns • Current professional issues trends and technological developments are routinely monitored</td>
<td>Oral communications tasks include: • discussion and negotiation in relation to conditions of employment, including employer requests that are considered to impinge on conditions of employment Cultural awareness may include: • awareness of the organisation’s culture, its way of doing things and its requirements of staff</td>
<td>• gathering and applying information appropriate to the job role • knowledge of effective communication techniques including active listening, questioning and non-verbal communication • communicating effectively with people from diverse cultural backgrounds</td>
<td>An understanding of how to source information about current industry issues across a range of media</td>
</tr>
</tbody>
</table>
### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
**Title:** WORK WITH OTHERS

**Unit Code:** CUECOR2A

This unit describes the skills and knowledge required to effectively work with others in a workplace context.

### Methods and Context of Assessment

This unit should be assessed on the job or in a simulated situation.

### Critical aspects of Evidence

- Communicating effectively with colleagues within the range of situations required for the job role
- Working effectively as part of a team

### Concurrent Assessment

This unit may be assessed concurrently with the following units of competency:

- Apply industry and organisation knowledge
- Work in a socially diverse environment
- Manage own work and learning

### Resource Requirements

This unit of competency should be assessed using all the resources required to work with others in an entertainment event or venue or simulated situation.

### Key Terms and Concepts:

- Established work unit
- Ad hoc work unit
- Task force
- Project group
- Committee
- Working party
- Goals
- Objectives
- Priorities
- Time frames
- Rosters
- Policy / procedures
- Resources
- Constraints
- Problem solving
- Conflict resolution
- Mediation
- Conciliation
- Individual diversity
- Verbal / non-verbal communication
- Assertiveness
- Lateral thinking
- Assertiveness techniques
- Meeting procedures
- Decision making process
- Effective questioning
- Active listening
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Participate in the work/group process | • Work requirements relevant to the group/process are identified  
• Own role and roles of others in meeting work requirements are identified and own role is carried out  
• Assistance to others involved in the work group/process, if required, and other constructive contributions to meeting work requirements are demonstrated  
• Time and resource constraints are taken into account in fulfilling work requirements  
• Individual differences are taken into account including cultural and linguistic differences are taken into account in achieving work requirements  
• Strengths of individuals are used to develop others in the group, sharing learning as part of the group process | The following variables may apply:  
Work with others may be one to one or in a group or team.  
Groups may be established or ad hoc work units; groups or teams; working parties; task forces; committees; self-directed teams.  
Work requirements may include:  
• goals  
• objectives  
• priorities  
• specified targets or results  
• time frames  
• coordination with other work processes  
• clear role definitions  
• application of particular procedures  
• organisation of work materials  
• roster arrangements or particular approaches to work processes specified by the organisation or work group | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• knowledge of organisation policies and procedures  
• managing own work load e.g. meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible, then referring on to others as required  
• acceptable workplace conduct including regular attendance, punctuality, maintaining an orderly and efficient workspace, appropriate standards of personal presentation and hygiene, self-confidence and self-respect, acceptance of constructive criticism and a willingness for self-improvement, a good-humoured approach to others and adaptability and flexibility  
• understanding of team work principles  
• knowledge of effective communication techniques including active listening, questioning and non-verbal communication  
• assertiveness techniques  
• respecting others views  
• applying equal employment opportunity and anti-discrimination policies  
• sharing ideas and information with others  
• knowledge of procedures for the location and storage of information  
• understanding of conflict resolution techniques  
• awareness of and sensitivity to diversity | Learning experiences for the HSC must address:  
- An understanding of how to organise tasks in terms of current work requirements (including goals, objectives, priorities)  
- An understanding of individual roles, the role of the group and the relationship between these  
- An understanding of how to assist others in meeting work requirements  
- Knowledge of how to deal with daily time and resource constraints and how to prioritise  
- Awareness of organisational policies related to workplace conduct  
- Knowledge of the characteristics of successful team work |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 2. Contribute to the flow of information and ideas | • Information and ideas relevant to the work are shared with others involved  
• Information provided to others is accurate, relevant and timely  
• Information and ideas are sought from others as required to assist the achievements of work requirements  
• Work information is recorded in the required detail and time frame and in the specified format  
• Work information is systematically and accurately compiled and maintained, and filed for ease of retrieval as required | Application of the competencies and appropriateness of action will vary according to:  
• organisational policies and procedures including Workplace Diversity and equal employment opportunity policies  
• available resources  
• constraints including budget, time, personnel, workload  
• size of organisation  
• composition of work group  
• level of responsibility of individual worker | Information and ideas relevant to work may include assistance to new staff and sharing of knowledge of particular tasks or work requirements. | Learning experiences for the HSC must address:  
- An understanding of the importance of oral and written communication skills in a variety of work settings and how to share ideas in appropriate ways through both formal and informal discussion  
- An understanding of techniques required to accurately compile, maintain and file data for retrieval purposes. |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 3. Deal effectively with issues, problems and conflicts | • Issues to be resolved are identified in the workplace and appropriate action taken  
• Consultative and collaborative processes are used to generate solutions  
• Potential problems and conflicts are identified and appropriate action is taken promptly to deal with them  
• Problems and conflicts are recognised and resolved and/or referred to appropriate personnel  
• Mutually agreed outcomes are implemented | Techniques to resolve issues, problems or conflicts may include:  
• problem solving  
• negotiation  
• conflict resolution  
• use of a mediator or conciliator | Work with others requires individual diversity to be taken into account especially in relation to their cultural, racial and ethnic backgrounds, physical requirements, gender, languages, customs, religious and traditional beliefs.  
Material to be read may include:  
• job description  
• memos, internal documents  
• notes and messages | Learning experiences for the HSC must address:  
An understanding of techniques used to resolve issues, problems or conflicts including:  
- Problem solving  
- Negotiation  
- Conflict resolution  
- Mediation / Conciliation |
## KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
**Title:** FOLLOW HEALTH, SAFETY AND SECURITY PROCEDURES

**Unit Code:** THHCOR03A

This unit describes skills and knowledge required in the workplace to follow health, safety and security procedures including appropriate responses to emergencies.

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| To ensure that the contingency management component of competency is adequately assessed evidence needs to be gathered across a range of workplace circumstances. When assessing entry level workers, techniques which allow for less workplace experience should be selected. Techniques for assessment may include: observation, simulation, case studies, interviews, written tests, workplace projects. This unit should be assessed by a combination of workplace and off the job assessment. The context for assessment should ensure that evidence relating to the contingency management component of competency can be collected. Evidence must include observation in the workplace as well as off the job techniques such as interviews and simulations. Conditions for simulations should accurately simulate the range of circumstances of the workplace allow for discussion and have the relevant documents available. | Evidence to demonstrate consistent achievement of this unit’s outcomes includes:  
- following established procedures and understanding of the implications of disregarding those procedures  
- understanding of the legal requirement to work in accordance with health, safety and security procedures | Competency in this unit underpins competency in other aspects of the workplace role of employees without supervisory responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessing a unit relating to operation of equipment could involve assessing that the person is able to recognise and report any hazards of the equipment. | Assessment of this unit requires access to:  
- relevant occupational health and safety acts, regulations and codes of practice  
- organisation’s occupational health and safety policies and procedures  
- the organisation’s structure (for reporting purposes)  
- personal protective equipment  
- work areas for recognition of hazard and control measures | Key Terms and Concepts:  
- occupational health and safety legislation  
- emergency situations and procedures  
- evacuation  
- critical incident  
- fire drill  
- protective clothing and footwear  
- hazard identification  
- safety audit  
- organisational policy  
- insurance requirements  
- personal protective equipment  
- workers compensation |
<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>In particular, information regarding emergency procedures and participative arrangements may be gathered through simulation. Conditions for simulation should accurately simulate the range of circumstances of the workplace allow for discussion and have the relevant documents available. In particular, information regarding emergency procedures and participative arrangements may be gathered through simulation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 1. Follow workplace procedures on health, safety and security | • Health, safety and security procedures are correctly followed in accordance with organisational policy and relevant legislation and insurance requirements  
• Breaches of health, safety and security procedures are identified and promptly reported  
• Any suspicious behaviour or occurrences are promptly reported to the designated person | The following variables may apply:  
Health, safety and security procedures may include:  
• emergency, fire and accident  
• hazard identification and control  
• use of personal protective clothing and equipment  
• safe sitting, lifting and handling  
• security of documents, cash, equipment, people  
• key control systems | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• knowledge of relevant State/Territory occupational health and safety legislation and codes of practice  
• knowledge of the major safety requirements for entertainment venues as outlined in State/Territory occupational health and safety legislation  
• major causes of workplace accidents relevant to the work environment  
• knowledge of hazards which exist in the workplace  
• applying emergency evacuation procedures  
• knowledge of fire hazards, workplace fire hazard minimisation procedures, and ability to use fire extinguisher devices  
• organisational health, safety and security procedures  
• providing feedback on procedures  
• symbols used for OHS signs  
• designated personnel responsible for OHS | Learning experiences for the HSC must include:  
- Understanding of appropriate legislation (OH&S Act (1993) Amended 2000  
- Identification of health, safety and security procedures of the organization  
- Understanding of precautions to reduce risk  
- Knowledge of reporting procedures for fire, first aid, accidents, workers compensation  
- Knowledge of evacuation procedures  
- Identification of OH&S personnel and knowledge and understanding of functions of the role of the OH&S committee |
| 2. Deal with emergency situations | • Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility  
• Emergency procedures are correctly followed in accordance with organisational procedures  
• Assistance is promptly sought from colleagues and/or other authorities where appropriate  
• Details of emergency situations are accurately reported as required in accordance with organisational policy | Emergency situations may include:  
• bomb threats  
• deranged customers  
• accidents  
• robbery  
• fire  
• armed hold-up  
• floods  
• earthquakes | Learning experiences for the HSC must include:  
- Understanding of how emergency evacuation procedures are implemented and individual responsibilities in an emergency situation  
- Knowledge of use of emergency and protective equipment and how incidents are reported and the outcomes of incidents documented  
- Understanding of the importance of maintaining personal safety in emergency situations |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 3. Maintain safe personal presentation standards | - Personal presentation takes account of the workplace environment and health and safety issues including:  
- appropriate personal grooming and hygiene  
- appropriate clothing and footwear including personal protective equipment | Oral communication tasks may include:  
- participating in team meetings / routine briefing of the occupational health and safety consultative committee  
- participating in internal / external training  
- workplace induction program  
- updates on use of personal protective equipment  
- reporting OH&S incidents and accidents to supervisor  
- reporting hazards and risks to supervisor  
- reporting suspicious behaviour to supervisor  
- participating in simulated situations with team members and appropriate authorities  
- reporting details of emergency or incident (where, what, who etc)  
- using two-way radio / pager / telephone / workplace internal communication system | Learning experiences for the HSC must include:  
- Understanding of personal grooming requirements relevant to role in the workplace and importance of appropriate clothing and footwear in maintaining safety |
| 4. Provide feedback on health, safety and security | - Occupational health and safety issues requiring attention are promptly identified  
- Occupational health and safety issues are raised with the designated person in accordance with organisation and legislative requirements | Materials to be read and interpreted may include:  
- operational manual  
- Australian Standards signage  
- workplace Occupational Health and Safety information  
- workplace newsletter  
- agenda and minutes of workplace Occupational Health and Safety Consultative Committee meeting  
- workplace procedures | Learning experiences for the HSC must include:  
- Thorough understanding of the importance of ongoing review and evaluation of procedures and the need for regular safety audits |
### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• MSDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written tasks may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• completing workplace accident and incident pro forma and insurance record book</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeracy tasks may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• measuring amounts to mix liquids</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY COMPETENCY | LEVEL**

- Collecting, analysing and organising ideas and information | 1
- Communicating ideas and information | 1
- Planning and organising activities | 1
- Working with others and in teams | 1
- Solving problems | 1
- Using mathematical ideas and techniques | 1
- Using technology | 1
### Training Package
- **Title:** PROVIDE FIRST AID

#### Unit Code and Unit Descriptor:
- **Unit Code:** THHGHSO3A
- **Unit Descriptor:** This unit describes the skills and knowledge required to identify and respond appropriately to emergency situations.

#### HSC Indicative Hours:
- **20**

### Methods and Context of Assessment
- This unit will generally be assessed off the job.

### Critical aspects of Evidence
- Evidence to demonstrate consistent achievement of this unit’s outcomes includes:
  - correctly applying a range of first aid techniques for all situations described in the range of variables

### Concurrent Assessment
- This unit of competency may be assessed concurrently with the following units of competency:
- Follow health, safety and security procedures

### Resource Requirements

### Key Terms and Concepts:
- first aid
- emergency situation
- accident assessment
- appropriate treatment
- patient monitoring
- incident report
- statutory requirements
- “000”
- casualty
- paramedical and medical assistance
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Assess and respond to emergency first aid situations | - Emergency situations are quickly and correctly recognised  
- The situation is assessed and a decision promptly made regarding action  
- Assistance from emergency services/colleagues/customers is organised where appropriate | First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the absence of medical or paramedical care. The following variables may apply:  
Factors which affect the provision of first aid are:  
- legal issues that affect the provision of first aid in different industry sectors  
- the type of site where the injury occurs  
- the nature of the industry and its cause  
- availability of first aid equipment, medications and kits or other suitable alternative aids | **UNDERPINNING KNOWLEDGE AND SKILLS**  
To demonstrate competence, attendance at and successful completion of an accredited first aid course is required.  
- Understanding of what constitutes an emergency situation  
- Understanding of how to seek assistance from emergency services  
- Understanding of legal issues applying to the provision of first aid in a range of industry settings  
- Understanding of how to access information about the location of first aid equipment in an industry environment  
- Understanding of the role of paramedical and medical staff in emergency situations | Learning experiences for the HSC must address:  
- Understanding of what constitutes an emergency situation  
- Understanding of how to seek assistance from emergency services  
- Understanding of legal issues applying to the provision of first aid in a range of industry settings  
- Understanding of how to access information about the location of first aid equipment in an industry environment  
- Understanding of the role of paramedical and medical staff in emergency situations |
2. Provide appropriate treatment

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Patient’s physical condition is assessed from visible vital signs • First aid is provided to stabilise the patient’s physical and mental condition in accordance with organisational policy on provision of first aid and recognised first aid procedures</td>
<td>• Proximity and availability of trained paramedical and medical assistance • The patient’s cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates • Chemical contamination</td>
<td>Injuries may include: • Cardio-vascular failure • Wounds and infections • Bone and joint injuries • Eye injuries • Burns • External bleeding • Unconsciousness effects of heat or cold temperatures • Pre-existing illness • Bites</td>
<td>Learning experiences for the HSC must address: - Identification and notification processes to activate emergency medical services - Understanding of the process related to implementation of Casualty Assessment – Danger Response Airways Breathing Circulation (DRABC)</td>
<td></td>
</tr>
</tbody>
</table>

3. Monitor the situation

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Back-up services appropriate to the situation are identified and notified • Information on the victim’s condition is accurately and clearly conveyed to emergency services personnel</td>
<td></td>
<td></td>
<td>Learning experiences for the HSC must address: - Understanding of the importance of retaining accurate information of victims condition</td>
<td></td>
</tr>
</tbody>
</table>

4. Prepare an incident report

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Emergency situations are documented according to organisational procedures and/or statutory requirements • Reports provided are clear, accurate and timely</td>
<td></td>
<td></td>
<td>Learning experiences for the HSC must address: - Ability to identify all elements of an Incident Report</td>
<td></td>
</tr>
</tbody>
</table>
**KEY COMPETENCY LEVELS**

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Collect, analyse and organise information</th>
<th>Communicate ideas and information</th>
<th>Plan and organise activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solve problems</th>
<th>Use technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform task

- Collecting, analysing and organising information – to develop understanding of organisation’s requirements
- Communicating ideas and information – to individuals and members of the work team
- Planning and organising activities – to develop work schedules
- Working with teams and others – to implement work plans
- Using mathematical ideas and techniques – to solve routine problems
- Solving problems – to improve personal work performance
- Using technology – to aid access to organisational information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies
**Title:** UNDERTAKE SIMPLE LIGHTING/SOUND/AUDIOVISUAL ACTIVITIES

**Unit Code:** CUETGE1A

This unit describes the skills and knowledge required to carry out preparatory, pre-performance, rehearsal and maintenance activities relating to lighting, sound and audio visual.

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>Key Terms and Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit of competency should be assessed on the job or in a simulated situation or in a combination of on and off the job. Assessment may take place on more than one occasion to ensure consistency of performance</td>
<td>Evidence to demonstrate consistent achievement of this unit’s outcomes includes: undertaking a range of simple lighting/sound/audiovisual activities follow written and/or spoken instructions</td>
<td>This unit may be assessed concurrently with the following units of competency: • Bump in the show • Bump out the show</td>
<td>This unit of competency should be assessed using: • relevant lighting, sound and audiovisual equipment specified in the Range of Variables lighting/sound/audiovisual plans</td>
<td>- lighting desk - lighting plan - rigging - lanterns - gobos - follow spot - tape recorders - cables - microphones - amplifiers - connectors - equalisers - speakers - amp racks - 3 phase power - effects and mixing desk - script - installation plan - stage manager - score - projectors - feedback monitors - DVDs</td>
</tr>
</tbody>
</table>

**HSC Indicative Hours:** 30
<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>video players</td>
<td>- event sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- multi-media presentations</td>
<td>- running sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- cue sheet</td>
<td>- supervisor instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- organisational procedures</td>
<td>- event sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- equipment maintenance</td>
<td>- electrical safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1. Prepare to undertake simple lighting, sound and audiovisual activities</td>
<td>• Lighting plans/sound block diagrams/audiovisual installation plans are read and discussed with supervisor&lt;br&gt;  • Rigging points used for lighting/sound and audiovisual equipment are identified as required&lt;br&gt;  • Cables used to connect components are correctly identified</td>
<td>The following variables may apply: Equipment may include:&lt;br&gt;  • audiovisual equipment including 35mm and 16mm projectors, video players and monitors, slide projectors, computer-operated audiovisual equipment&lt;br&gt;  • audio equipment including tape recorders, compact disc players, microphones, cables, connectors, amplifiers, speakers, equalisers, effects and mixing desks, amp racks, feedback monitors&lt;br&gt;  • lighting equipment including lanterns and accessories&lt;br&gt; Simple lighting/sound/audiovisual activities may include:&lt;br&gt;  • positioning and cabling audio equipment according to audio plan&lt;br&gt;  • fitting radio microphones to performers</td>
<td>UNDERPINNING KNOWLEDGE AND SKILLS&lt;br&gt; Skills and knowledge are required in:&lt;br&gt;  • reading &amp; understanding lighting, sound and audiovisual plans&lt;br&gt;  • understanding of legal and safety issues with regard to lighting, sound and audiovisual operations&lt;br&gt;  • using basic lighting, sound and audiovisual equipment as specified in the Range of Variables&lt;br&gt;  • simple programming on a lighting board&lt;br&gt;  • principles of light theory, subtractive and additive colour mixing, effect of colour on objects, effect of colour on mood&lt;br&gt;  • drawing and circuiting a rig from a simple lighting layout&lt;br&gt;  • knowledge of lighting control systems</td>
<td>Learning experiences for the HSC must include:&lt;br&gt;  - Planning and preparing lighting, sound and audio visual operations&lt;br&gt;  - Recognition of safety issues related to lighting, sound and audio visual operations&lt;br&gt;  - Identification of components and specifications related to lighting, sound and audio visual equipment&lt;br&gt;  - Familiarity with relevant operating manuals and instructions&lt;br&gt;  - Knowledge of relevant industry specific terminology</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 2. Carry out pre-performance procedures | • Lanterns and accessories are safely and correctly rigged onto a bar as required under supervision  
• Speakers and microphones are positioned under supervision  
• Audiovisual equipment is set up according to supervisor’s instructions | • operating a tape recorder  
• controlling microphone and cable placement  
• operating a follow spot  
• plotting and executing lighting cues on a lighting control system  
• plotting and executing sound cues  
• disassembling and packing equipment  
• tuning sound systems  
• controlling the sound during a live performance so that each element (vocal or instrumental) is well defined within the mix | • plotting and executing cues on a given lighting control system  
• making a gobo using appropriate tools, equipment and materials  
• knowledge of common concepts/parameters used in sound engineering  
• patching and operating commonly used signal processors  
• knowledge of rigging procedures  
• knowledge of cultural diversity  
• focusing lanterns | Learning experiences for the HSC must include:  
- Understanding of the importance of effective and safe positioning of lighting, sound and audio visual equipment  
- Understanding of the importance of following supervisor’s instructions to complete a task |
<table>
<thead>
<tr>
<th><strong>ELEMENT</strong></th>
<th><strong>PERFORMANCE CRITERIA</strong></th>
<th><strong>RANGE OF VARIABLES</strong></th>
<th><strong>EVIDENCE GUIDE</strong></th>
<th><strong>HSC REQUIREMENTS AND ADVICE</strong></th>
</tr>
</thead>
</table>
| 3. Participate in technical rehearsals/performances | • Simple lighting, sound and audiovisual activities are carried out as required according to supervisor’s instructions | Material to be read may include:  
- equipment lists  
- operating manuals and instructions  
- equipment labels  
- event sheets  
- design concept documentation  
- lighting plans  
- sound block diagrams  
- audiovisual installation plans  
- organisational procedures  
- books, articles and other reference material about lighting, sound and audiovisual material.  
Material to be written includes:  
- modifications to plans  
Material to be interpreted includes:  
- industry-specific terminology  
- information about the function of equipment  
Oral communications tasks include:  
- accurately receiving and giving instructions  
- asking questions to gain information and clarify ambiguities | Learning experiences for the HSC must include:  
- Understanding of how to operate lighting, sound and audiovisual equipment according to running / cue sheet  
- Understanding of how to respond to common technical difficulties during a performance / event |
### 4. Maintain and store equipment

- Simple maintenance of equipment is undertaken according to supervisor’s instructions
- Equipment is stored correctly according to organisational procedures

**Range of Variables**

- Stating opinions and points of view in a cooperative, constructive manner
- Negotiating outcomes where points of view differ
- Working cooperatively and constructively with people from other disciplines (such as design)

Material to be calculated includes:

- Power loads
- Loads on cables

Cultural awareness tasks include:

- Working cooperatively and constructively with people from a diverse range of backgrounds

**Evidence Guide**

Learning experiences for the HSC must include:
- Understanding of the importance of regular maintenance of equipment and updating inventories of equipment and components
- Knowledge of consistent, systematic storage protocols

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
### Training Package

**ENTERTAINMENT INDUSTRY (CUE98)**

### Title:

**ASSIST WITH STAGING**

### Unit Code

**CUETGE2A**

This unit describes the skills and knowledge required in assisting with stage preparation and pre-production.

### HSC Indicative Hours:

20

### Methods and Context of Assessment

This unit of competency should be assessed on the job.

### Critical aspects of Evidence

Evidence to demonstrate consistent achievement of this unit’s outcomes includes:
- Knowledge of the roles and functions of staging departments and staging personnel
- Knowledge of entertainment industry terminology in particular with regard to staging
- Following written and spoken instructions

### Concurrent Assessment

This unit may be assessed concurrently with the following units of competency:
- Bump in the show
- Bump out the show
- Use hand tools
- Use power tools/hand-held operation

### Resource Requirements

This unit of competency should be assessed in an entertainment event or venue.

### Key Terms and Concepts:

- Floor cloths
- Floor cladding
- Stage machinery
- Set assembly
- Flats
- Hydraulic lifter
- A-frame ladder
- Counterweight systems
- Safe working loads
- Fly towers
- Rigging
- Knot types
- Stage types
- Hazardous substances
- Stage plan
- Supervision
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Assist with preparation for staging | • Stage plan is read and interpreted in consultation with supervisor  
• Stage is marked out under supervision according to stage plan  
• Floor is laid up as required under supervision according to stage plan  
• Set pieces are moved and assembled as required under supervision | The following variables may apply:  
Floor may be laid up using:  
• floor cloths  
• floor cladding  
• dance floors (e.g. tarkett)  
Operable pieces may include:  
• doors  
• traps | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• safely operating standard hand and power tools e.g. hammers, chisels, measuring tools, drills, jig-saws, sanders, angle grinders, circular saws, nail and staple guns  
• knowledge of different types of stage machinery  
• knowledge of basic set assembly including the correct way to run and float a flat, to lash/toggle and pinning flats together and to use tech screws for assembling set pieces  
• knowledge of the correct method of tying cloths, drapes, tabs, etc to a barrel  
• knowledge of how to handle hazardous substances safely  
• knowledge of relevant occupational health and safety requirements and its application to stage mechanics  
• safely using a tallescope, hydraulic litter and an A-frame ladder  
• knowledge of counterweight systems including single and double purchase, loading and unloading cradles, swinging bars, safe working loads, spreading the load and where to hang lighting bars, masking, etc  
• knowledge of safe use of stage machinery including counterweights, blocks, pulleys, fly towers, gird, fly rail and bars | Learning experiences for the HSC must address:  
- An understanding of procedures undertaken during pre-production  
- Recognition of the roles and functions of staging personnel  
- Knowledge of terminology specifically related to staging  
- Understanding of use of equipment and techniques required for safe staging |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 2. Assist with pre-production requirements and technical/dress rehearsal | • Stage plan is read and interpreted in consultation with supervisor  
• Stage is marked out under supervision according to stage plan  
• Floor is laid up as required under supervision according to stage plan  
• Set pieces are moved and assembled as required under supervision | • knowledge of correct handling of ropes, including their use, storage, and properties (including safe working loads)  
• tying a variety of knots including bowline, clove, hitch, half-hitch, reef knot and splicing an eye into a knot  
• using swaging tools  
• knowledge of how to rig a flat to fly  
• knowledge of the use of legs, boarders, teasers, tormentor, proscenium arch, false proscenium, portals and headers  
• knowledge of wire ropes and their properties  
• handling ropes correctly including tying techniques, joining wire ropes  
• plotting cues in accordance with sequencing, equipment requirements, timing and speed requirements of a given show | Learning experiences for the HSC must include:  
- Understanding of the physical aspects involved in the implementation of staging  
- Understanding of stage drawing techniques |

**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
Title: UNDERTAKE GENERAL ADMINISTRATIVE PROCEDURES

Unit Code: CUECLE1A

Unit Descriptor: This unit describes the skills and knowledge required to perform general administrative tasks including processing information, producing forms/documents and computer operations.

HSC Indicative Hours: 15

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| This unit may be assessed on the job or off the job or in a combination of both. | Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
- communicating effectively within the range of situations required for the job role  
- carrying out procedures with thoroughness, accuracy and attention to detail  
- operating a range of office equipment and software programs  
- working as part of a team | This unit may be assessed concurrently with the following units of competency:  
- Work with others  
- Manage own work and learning  
- Apply industry and organisation knowledge  
- Work in a socially diverse environment | Resource requirements include:  
- relevant office equipment as identified in the Range of Variables  
- computer and computer software  
- stationery | Key Terms and Concepts:  
- software  
- policy  
- procedure  
- correspondence  
- file retrieval  
- requisition  
- organisational requirements  
- courier  
- telecommunications  
- designated instructions  
- freight  
- invoice  
- organisational policy and procedures  
- consumable stock  
- word processing  
- spreadsheet  
- database  
- online  
- attachment  
- financial reconciliation |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Perform administrative procedures | • Administrative procedures are performed accurately, promptly and efficiently in accordance with organisation requirements  
  • Appropriate office equipment is selected for required task/s  
  • Office equipment is used in accordance with designated instructions and the requirements of the organisation | The following variables may apply:  
  • Administrative procedures may include:  
    • opening and distributing external and internal mail  
    • answering telephones  
    • taking messages - telephone, answering machine, pager  
    • photocopying documents  
    • filing  
    • faxing documents  
    • sending or receiving material via couriers or freight system - requisitioning consumable stock. | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• basic knowledge of the entertainment industry  
• knowledge of organisation structure i.e. key personnel  
• relevant organisational procedures  
• organising work according to its priority  
• following written and/or spoken instructions  
• reading equipment manuals  
• knowledge of effective communication techniques including active listening, questioning and non-verbal communication | Learning experiences for the HSC must address:  
- The importance of accuracy and efficiency in completing procedures  
- The development of techniques to enable a number of related tasks to be performed concurrently  
- Effective use of office equipment  
- Recognition of organisational policy relating to the use of office equipment |
| 2. Process information | • Information received from colleagues and/or customers is processed according to organisational procedures and circulated to the appropriate personnel  
  • Response to enquiries from colleagues and/or customers is prompt and courteous, and where necessary, the matter is referred to appropriate personnel  
  • Follow-up action is taken as necessary or referred to appropriate personnel as required | Office equipment may include:  
• telecommunication equipment, including telephone, mobile phones, pagers  
• answering machine  
• fax machine  
• photocopier  
• computer  
• modem  
• calculator  
• Software programs may include:  
  • word processing  
  • spreadsheet  
  • database  
Appropriate personnel may include:  
• supervisor  
• office manager  
• management  
• technical staff | | Learning experiences for the HSC must address:  
- Procedures for circulating and receiving information to or from customers or colleagues  
- Responding appropriately to enquiries  
- Identification of appropriate points of referral |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce and/or complete</td>
<td>• Simple correspondence and reports are drafted as required by appropriate personnel&lt;br&gt;• Documents include required information and, are checked by appropriate personnel&lt;br&gt;• Forms are completed accurately, approved by designated person and given to appropriate department or individual in accordance with the organisation's policies and procedures</td>
<td>Information received from colleagues and/or customers may be received via any of the following:&lt;br&gt;• telephones&lt;br&gt;• written communication, including letters, memos, faxed communication&lt;br&gt;• computer work station terminal, including via modem, online database system</td>
<td>Follow-up action may include the provision of further information or service. Forms may include:&lt;br&gt;• time sheets&lt;br&gt;• other personnel forms, including leave forms, overtime sheets&lt;br&gt;• petty cash forms&lt;br&gt;• financial reconciliation forms</td>
<td>Learning experiences for the HSC must address:&lt;br&gt;- Identification of information required for a variety of draft documents&lt;br&gt;- Understanding the purpose and layout of a variety of forms and documents</td>
</tr>
<tr>
<td>documents/forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operate computers</td>
<td>• Computer/s and relevant software are operated in accordance with specified procedures and manufacturer’s instructions&lt;br&gt;• Information is entered into files or retrieved, edited, saved and/or printed as required</td>
<td></td>
<td></td>
<td>Learning experiences for the HSC must address:&lt;br&gt;- Recognition of appropriate software for particular tasks&lt;br&gt;- Understanding how to set up folders and back up files&lt;br&gt;- An understanding of how to use internal networks</td>
</tr>
</tbody>
</table>
### KEY COMPETENCIES

<table>
<thead>
<tr>
<th><strong>Key Competency</strong></th>
<th><strong>Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
<tr>
<td>Training Package</td>
<td>ENTERTAINMENT INDUSTRY (CUE98)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td><strong>USE INFORMATION TECHNOLOGY</strong></td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td><strong>Unit Descriptor:</strong></td>
</tr>
<tr>
<td>CUECLE2A</td>
<td>This unit refers to operating computer hardware and computer packages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| This unit may be assessed on or off the job. | Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
• operating computer hardware, computer software within the range of situations for the job role | Resource requirements include:  
• relevant computer hardware and equipment as identified in the Range of Variables  
• relevant manuals and training booklets | Key Terms and Concepts:  
- data  
- hardware  
- software  
- keyboard  
- program  
- document  
- application  
- directory  
- online help  
- retrieval  
- file  
- network  
- work station  
- commercial software  
- institution specific  
- Occupational Health and Safety  
- technical support |  

<p>| HSC Indicative Hours: | 20 |</p>
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Operate computer hardware                | • Appropriate computer hardware and related equipment is used to produce the required outcome in accordance with the requirements of the task  
  • A range of computer hardware and related equipment is operated and maintained to complete routine tasks  
  • Keyboard and equipment are used according to relevant organisation procedures and OH&S guidelines                                                                                                                                                                                                 | The following variables may apply: Computer hardware and related equipment may include:  
  • personal computers  
  • networked systems  
  • personal organisers  
  • communications equipment  
  • printers, scanners, tape cartridges  
  • speakers  
  • multimedia kits  
  • mouse  
  • touch pad  
  • keyboard  
  • pens                                                                                                                                                                                                                       | UNDERPINNING KNOWLEDGE AND SKILLS  
  Underpinning knowledge and skills refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard. Skills and knowledge required in:  
  • basic IT terminology  
  • ergonomic principles and practices to avoid muscle strain  
  • general OH&S principles and responsibilities  
  • reading and interpreting basic workplace documents and user manuals  
  • speaking in a friendly and culturally appropriate manner  
  • writing workplace documents  
  • follow written and/or verbal instructions  
  • relevant organisational and/or legislative requirements                                                                                                                                                                    | Learning experiences for the HSC must include:  
  - An understanding of the use of personal computers, networks, organisers, printers and related hardware  
  - The ability to identify appropriate equipment for particular tasks  
  - An understanding of simple maintenance procedures and or referral points for a range of problems including those which are complex  
  - An understanding of the characteristics of a safe working environment and the implementation of safe working practices relating to the safe use of equipment identified in the Range of Variables |
| 2. Operate computer packages                 | • Appropriate software is used to produce the required outcome in accordance with the requirements of the task  
  • Documents are saved and stored in appropriate directory  
  • Data is accessed/ produced, retrieved and manipulated to meet the requirements of the task  
  • Files are saved in appropriate directory and application is exited without losing data                                                                                                                                                                                                 | OH&S guidelines relate to the safe use of:  
  • screen-based equipment  
  • computing equipment  
  • related equipment  
  • work stations  
  The organisation procedures may relate to:  
  • security procedures  
  • OH&S procedures  
  • maintenance procedures                                                                                                                                                                                                     | Learning experiences for the HSC must include:  
  - An understanding of appropriate software for particular tasks and the use of commercial and institutional specific software applications  
  - An understanding of the importance of proficiency in accessing, retrieving, manipulating and saving data                                                                                                                      |
### Element: Seek Assistance

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Range of Variables</th>
<th>Evidence Guide</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online help is used to overcome basic difficulties with applications</td>
<td>Documents may include but are not limited to: - established files - applications Software variables may include: - commercial software applications - institution-specific software - word processing, spreadsheet, database, graphic, communication packages and presentation functions</td>
<td>Learning experiences for the HSC must include: - Understanding of how to access and use online help, paper based manuals and technical assistance when problems occur</td>
<td></td>
</tr>
<tr>
<td>Manuals and training booklets are used to solve minor problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistance is sought from technical support as required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key Competencies

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
<tr>
<td>Methods and Context of Assessment</td>
<td>Critical aspects of Evidence</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Assessment should take place on the job or in a simulated situation. Competency should be assessed on more than one occasion to ensure consistency of performance. This unit of competency should be assessed in situations where there is a range of cultural differences as set out in the range of variables. | Evidence to demonstrate consistent achievement of this unit’s outcomes includes:  
- an understanding of cultural awareness  
- an understanding of cultural diversity  
- implementing knowledge of cultural awareness in the job role  
- communicating effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role | - This unit may be assessed concurrently with the following unit of competency:  
- work with others | This unit should be assessed using all the resources required to work in a socially diverse environment in an entertainment event or venue. | Key Terms and Concepts:  
- cross-cultural differences  
- linguistic differences  
- miscommunication  
- race  
- special needs  
- disability  
- gender  
- sexual preference  
- socioeconomic disadvantage  
- nonverbal communication  
- customs  
- religious observances  
- cross-cultural respect / sensitivity  
- access and equity  
- equal opportunity employment  
- anti-discrimination |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Communicate effectively with customers/colleagues from diverse backgrounds | • Customers/colleagues from all cultural and linguistic groups are valued and treated with respect and sensitivity  
• Verbal and non-verbal communication is sensitive to cultural and linguistic differences  
• Where language barriers exist, efforts are made to communicate through the use of visual aids, gestures or simple words in the other person’s language  
• Assistance from colleagues, reference books or outside organisations is obtained when required | The following variables may apply:  
• Cultural differences may include:  
  • race  
  • language  
  • special needs  
  • disabilities  
  • family structure  
  • gender  
  • age  
  • sexual preference  
  • religion  
  • background e.g. prison, institution  
  • long-term unemployed | UNDERPINNING KNOWLEDGE AND SKILLS  
- Skills and knowledge are required in:  
  • understanding basic concepts of culture, cultural diversity and cultural awareness  
  • understanding workplace cultures, cultural and artistic customs and practice  
  • recognition of the different cultural groups in Australian society  
  • culture of Australia’s indigenous and non-indigenous peoples  
  • recognition of various international tourist groups  
  • reading safety signs and visual symbols  
  • principles of Workplace Diversity including Access and Equity, Equal Employment Opportunity (EEO) and anti-active discrimination legislation as they apply to individual employees  
  • listening and questioning  
  • effective interpersonal, formal and informal communication | Learning experiences for the HSC must address:  
- An understanding of differences in work environments (including cultural, social, linguistic, socio-economic, gender, disability)  
- The use of appropriate oral and written communication in relation to a socially diverse environment  
- Cultural and linguistic diversity in the Australian population and the significance of cultural values  
- Identifying and accommodating the characteristics of different demographic and cultural groups  
- Obtaining assistance from supervisor or team members when misunderstandings occur |
<table>
<thead>
<tr>
<th><strong>ELEMENT</strong></th>
<th><strong>PERFORMANCE CRITERIA</strong></th>
<th><strong>RANGE OF VARIABLES</strong></th>
<th><strong>EVIDENCE GUIDE</strong></th>
<th><strong>HSC REQUIREMENTS AND ADVICE</strong></th>
</tr>
</thead>
</table>
| 2. Deal with cross-cultural misunderstandings | • Issues which may cause conflict or miscommunication in the workplace are identified in a supportive way  
• Difficulties are addressed with the appropriate people and assistance is sought from team leaders/supervisor as required  
• When difficulties or misunderstandings occur, possible cultural and linguistic differences are considered  
• Efforts are made to resolve the miscommunication taking account of cultural and linguistic considerations  
• Unresolved issues or difficulties are referred to the appropriate team leader/supervisor for follow up | More specific cultural differences may include:  
• language spoken  
• forms of address  
• levels of formality/informality  
• non-verbal behaviour  
• work ethics  
• personal grooming  
• family obligations  
• recognised holidays  
• customs  
• special needs  
• product preferences  
• religious observances  
• protocols  
• time tolerance  
• naming conventions | Oral communication tasks may include:  
• meeting and greeting/farewelling customers  
• giving/receiving simple directions  
• giving/receiving simple instructions | Learning experiences for the HSC must address:  
- Identification of strategies to deal with cross-cultural misunderstandings in the workplace |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
|         |                      | • answering simple enquiries  
|         |                      | • ticketing enquiries  
|         |                      | • phone messages  
|         |                      | • meetings  
|         |                      | • preparing for, serving and assisting customers  
|         |                      | • describing goods and services  
|         |                      | • providing visual material or diagrams  
|         |                      | • Written tasks may include:  
|         |                      | • writing memos, notes  
|         |                      | • taking phone messages  
|         |                      | • documenting work instructions  
|         |                      | Outside referral organisations and groups may include:  
|         |                      | • translating and interpreting service (TIS)  
|         |                      | • diplomatic services  
|         |                      | • local cultural organisations  
|         |                      | • appropriate government agencies  
|         |                      | • educational institutions  
|         |                      | • relevant cultural networks  
|         |                      | • community organisations  
|         |                      | • appointed mentors  
|         |                      | • elders  
|         |                      | • ethnic communities councils |
### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Training Package</td>
<td>ENTERTAINMENT INDUSTRY (CUE98)</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td><strong>BUMP IN THE SHOW</strong></td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td><strong>CUETGE3A</strong></td>
</tr>
<tr>
<td><strong>Unit Descriptor:</strong></td>
<td>This unit describes the skills and knowledge required in setting up for a show including parking, transportation and unloading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| This unit should be assessed on the job. | Evidence to demonstrate consistent achievement of this unit’s outcomes includes:  
  - knowledge and ability to apply safe manual handling techniques  
  - following written or spoken instructions  
  - communicating effectively within the range of situations required for the job role | This unit may be assessed concurrently with the following units of competency:  
  - Bump out the show  
  - Use hand tools  
  - Use power tools/hand-held operation | This unit of competency should be assessed using all the resources required to bump in an entertainment event or venue. | Key Terms and Concepts:  
  - physical elements  
  - bump in  
  - supervisor  
  - production manager  
  - stage manager  
  - technical manager  
  - street directory  
  - parking bay  
  - delivery access  
  - stage door  
  - road cases  
  - lifting straps  
  - inventory  
  - caretaker  
  - authorised access  
  - OH&S |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Assemble, pack and load physical elements | - Physical elements are assembled to ensure ease of loading, unloading and installation into venue  
- Any tools required for bump-in are prepared and packed  
- Physical elements are packed correctly to avoid damage during transportation and using the appropriate packing requirements  
- Physical elements are loaded in appropriate order to avoid damage during transport | The following variables may apply:  
Physical elements include any equipment or materials commonly used for an entertainment venue or event.  
Appropriate personnel may include:  
- supervisor  
- head of department  
- technical manager  
- production manager  
- stage manager  
- technical staff | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
- relevant organisational and/or legislative occupational health and safety requirements  
- selecting appropriate packing materials for physical elements  
- using a range of hand tools and/or power tools  
- knowledge of effective communication techniques including listening, questioning and non-verbal communication | Learning experiences for the HSC must address:  
- An understanding of the physical elements required to bump in the show  
- Understanding of correct carrying and loading procedures and guidelines  
- The importance of secure packing  
- The use of equipment for packing according to correct OH&S loading guidelines  
- Understanding the importance of keeping an inventory  
- The ordering of items to be packed |
| 2. Contribute to transportation of physical elements | - Vehicle/s driven to venue as required | Packing requirements may include:  
- road cases  
- boxes  
- crates  
- wardrobe skips  
- tape  
- rope  
- straps  
- bubble wrap  
- tissue paper  
- labels  
- bush blankets | Learning experiences for the HSC must address:  
- An understanding of appropriate procedures for securing and transporting physical elements. |
### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Unload physical elements</td>
<td>• Physical elements are unloaded in the required order taking care to avoid damage&lt;br&gt;• Physical elements are installed in appropriate work or storage area as directed by the appropriate personnel</td>
</tr>
<tr>
<td>4. Check physical elements</td>
<td>• The condition of physical elements is checked to ensure that no damage has occurred during bump-in&lt;br&gt;• Any repairs required are reported to the appropriate personnel for action</td>
</tr>
</tbody>
</table>

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Training Package</td>
<td>ENTERTAINMENT INDUSTRY (CUE98)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>BUMP OUT THE SHOW</td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td><strong>Unit Descriptor:</strong></td>
</tr>
<tr>
<td>CUETGE4A</td>
<td>This unit describes the skills and knowledge required in closing down a show</td>
</tr>
<tr>
<td><strong>HSC Indicative Hours:</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| This unit should be assessed on the job | Evidence to demonstrate consistent achievement of this unit’s outcomes includes:  
- knowledge and ability to apply safe manual handling techniques  
- following written or spoken instructions  
communicating effectively within the range of situations required for the job role | This unit may be assessed concurrently with the following units of competency:  
- Bump in the show  
- Use hand tools  
- Use power tools/hand-held operation | This unit of competency should be assessed using all the resources required to bump out an entertainment event or venue. | |

**Key Terms and Concepts:**
- physical elements
- bump in
- supervisor
- production manager
- stage manager
- technical manager
- street directory
- parking bay
- delivery access
- stage door
- road cases
- lifting straps
- inventory
- caretaker
- authorised access
- OH&S
- hazardous waste
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Dismantle physical elements | - Physical elements of the show are dismantled in appropriate order as directed by appropriate personnel  
- Physical elements to be retained are broken down without damage  

The following variables may apply:  
Physical elements include any equipment or materials commonly used for an entertainment venue or event.  
Appropriate personnel may include:  
- supervisor  
- head of department  
- technical manager  
- production manager  
- stage manager  
- technical staff | | UNDERPINNING KNOWLEDGE AND SKILLS  
The following skills and knowledge are required:  
- relevant organisational and/or legislative occupational health and safety requirements  
- selecting appropriate packing materials for physical elements  
- using a range of hand tools and/or power tools  
- knowledge of effective communication techniques including listening, questioning and non-verbal communication | Learning experiences for the HSC must address:  
- An understanding of correct procedures for dismantling physical elements without damage or injury  
- Understanding of relevant OH&S guidelines related to loading and carrying  
- Understanding of the importance of keeping an inventory |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 2. Pack physical elements | • Physical elements are packed in correct order to minimise damage and to enable future retrieval and reuse  
• Physical elements are packed according to organisational procedures and to minimise damage  
• Physical elements no longer required are disposed of correctly or recycled | Packing requirements may include:  
• road cases  
• boxes and crates  
• rope  
• straps  
• bubble wrap  
• tissue paper  
• labels  
• bush blankets  
• tape  
• wardrobe skips | Waste may include:  
• hazardous and non-hazardous materials.  
Methods of disposal of unwanted physical elements may include:  
• sale  
• donation  
• legal waste disposal | Learning experiences for the HSC must address:  
- Identification of procedures related to correct loading order and secure packing  
- Understanding of correct carrying and loading techniques  
- Understanding of the importance of ordering of items to be packed |

| 3. Clean area | • Waste is disposed of as required  
• Area is cleaned where required  
• Where required, facilities are returned to their standard configuration | | | Learning experiences for the HSC must address:  
- Knowledge of correct waste disposal and cleaning procedures  
- Ability to recognise hazardous materials  
- Understanding of safe working procedures when dealing with hazardous materials |
## KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
## Training Package

**ENTERTAINMENT INDUSTRY (CUE98)**

### Title:

**ASSIST IN MAKING COSTUMES**

### HSC Indicative Hours:

**20**

### Unit Code

**CUECOS3A**

This unit describes the skills and knowledge required to assist with costume production including garment assembly, alterations and care.

---

### Methods and Context of Assessment

This unit of competency may be assessed on or off the job provided that the appropriate tools and equipment are used. A range of assessment methods may be utilised.

### Critical aspects of Evidence

Evidence to demonstrate consistent achievement of this unit’s outcomes includes:

- assessing garments for maintenance or repair
- repairing and restoring garments to optimum condition
- ensuring quality of the finished garment

### Concurrent Assessment

This unit may be assessed concurrently with the following units:

- Apply industry and organisation knowledge
- Follow health, safety and security procedures
- Work with others
- Dress performers*

### Resource Requirements

This unit of competency should be assessed using:

- fabric
- relevant tools and equipment as specified in the range of variables

### Key Terms and Concepts:

- period costume
- accessories
- patterns
- costume design
- sizing
- dressmaker’s dummy
- millinery
- corsetry
- jewellery
- masks
- hosiery
- drapery
- properties (props)
- overlocker
- fabric
- sewing equipment
- sewing terms
- supervisors instructions
- specifications
- workplace procedures

---

1 * This unit is not available in the Entertainment Industry Curriculum Framework
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Obtain materials for costumes | • Materials or samples are obtained in accordance with supervisor’s instructions  
• Materials are collected and delivered as required | The following variables may apply:  
Tools and equipment used in assisting making costumes may include:  
• industrial/domestic irons and steamers  
• glue guns  
• tools e.g. wire cutters, bolt cutters, hammers, pliers  
• scissors  
• dressmakers dummies  
• washing machines and dryers | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• the use, properties and care of different fabrics and materials regularly used in making costumes and how they react to laundering, dry cleaning or spot cleaning  
• appropriate testing procedures  
• broad knowledge of cleaning agents and the effect they have on a range of fabrics/materials, including those that are fragile and easily damaged  
• garment repair techniques and their applications  
• carrying out garment maintenance and repair techniques to the required enterprise standard  
• maintaining records and documenting and transferring information  
• who to report to and about what  
• who, and when, to ask for help  
• basic sewing  
• working as part of a team | Learning experiences for the HSC must address:  
- Terminology associated with making costumes  
- An understanding of the elements and materials required to make costumes under supervisor’s instructions  
- An understanding of the appropriate tools and materials for use with various types of fabrics |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 2. Carry out simple garment assembly | • Base and self fabrics are laid up, marked and cut under direction of supervisor  
• Equipment and work station are set up and adjusted in accordance with the organisation’s procedures and using the correct thread, needle size and length, needle guard, tension setting and attachments.  
• Simple garments are sewn together under direction from supervisor and in accordance with requirements for quality, personal safety, and speed of work  
• Sewn pieces are inspected, any faults are identified and action is taken to rectify them in accordance with the organisation’s procedures | Minor alterations may include:  
• hemming  
• buttons  
• replacing zips  
• mending small tears  
• taking in and letting out  
• invisible mending  
Costumes may include:  
• female, male, children’s and animal costumes  
• undergarments  
• corsetry  
• padding  
• dance wear  
• novelty costumes  
• head-dresses  
• masks  
• accessories e.g. costume jewellery, leather work, belts, bags | Learning experiences for the HSC must address:  
- An understanding of the procedures undertaken before the commencement of costume making, including talking measurements and preparing patterns  
- Ability to demonstrate an understanding of supervisor’s instructions on how to prepare, sew and alter simple garments  
- An understanding of health, safety and security procedures relevant to costume making |
| 3. Undertake basic alterations | • Garments are assessed or examined to determine requirements for maintenance or repair  
• Garments, materials and equipment are prepared in the appropriate manner for maintenance or repair  
• Minor repairs and alterations are carried out to restore garments to optimum condition in accordance with supervisor’s instructions  
• Any faults, spots and marks are identified and rectified | Oral communication tasks may include:  
• understanding and use of industry terminology  
• following and checking instructions from supervisor on constructing garments  
• receiving feedback from supervisor  
Material to be read and interpreted may include:  
• telephone books and catalogues to | Learning experiences for the HSC must address:  
- An understanding of the importance of making accurate alterations and or repairing/maintaining garments in accordance with supervisor’s instructions. |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>source necessary materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• internet to source materials for costumes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• construction instructions for simple garments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• product labels, fabric care instructions and manufacturers’ guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• written instructions on repairs, alterations or adjustments to costumes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Care for garments</td>
<td>• Garments are pressed in accordance with fabric specifications and workplace procedures</td>
<td>Written tasks may include:</td>
<td></td>
<td>Learning experiences for the HSC must address:</td>
</tr>
<tr>
<td></td>
<td>• Garments are washed in accordance with fabric specifications and workplace procedures</td>
<td>• costume labels detailing production, character, act, scene, performer.</td>
<td>- An understanding of the correct procedures to care for garments including: pressing, washing, dry cleaning and storage.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Necessary arrangements are made for the dry cleaning of garments</td>
<td>• recording dry cleaning expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Garments are accurately labelled, coded and stored as appropriate</td>
<td>• Numeracy tasks may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• calculating meterage required for base and self fabrics for simple garments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods and Context of Assessment</td>
<td>Critical aspects of Evidence</td>
<td>Concurrent Assessment</td>
<td>Resource Requirements</td>
<td>HSC Requirements and Advice</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| This unit may be assessed on the job or in a simulated situation. | Evidence to demonstrate consistent achievement of this unit’s outcomes includes:  
  - understanding of the properties, applications and durability of different types of materials that can be used to make set elements  
  - making simple set elements using basic techniques as identified in the Range of Variables | This unit may be assessed concurrently with the following units of competency:  
  - Use hand tools  
  - Use power tools/hand-held operations | Competency in this unit should be demonstrated using:  
  - set materials as identified in the range of variables  
  - appropriate hand and power tools | Key Terms and Concepts:  
  - model set  
  - set design  
  - set materials and components  
  - national and international standards  
  - codes of practice  
  - oh&s legislation  
  - local government legislation and regulation  
  - safety requirements  
  - cautionary signs  
  - hazardous substances  
  - venue  
  - supervisors instructions  
  - production requirements |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Prepare to assist in making sets | • Plans for making set elements are followed and discussed with supervisor  
• Materials are selected in accordance with supervisor’s instructions and production requirements | The following variables may apply:  
Set materials may include:  
• timber  
• timber products e.g. plywood  
• particle board  
• craftwood, Masonite  
• metal products e.g. bars, tubes, sheets, moulded or cast metal  
• fibreglass, canvas and other fabrics  
• plastics e.g. moulded  
• sheet  
• fabric  
• paper  
• fasteners  
• adhesives | Learning experiences for the HSC must address:  
- A working knowledge of terminology associated with set construction  
- An understanding of the elements and procedures to be undertaken before the commencement of set construction  
- A thorough knowledge of preparation details required for set construction  
- Knowledge of relevant OH&S procedures and guidelines |
| 2. Construct set elements | • Set elements and devices are made and finished using appropriate materials, techniques and construction styles according to supervisor’s instructions | A person assisting in making sets will usually construct simple set elements such as:  
• flats  
• treads  
• braces  
• flown pieces  
• doors built into a flat  
• windows built into a flat  
Appropriate techniques may include:  
• timber construction techniques e.g. cutting  
• joining  
• fastening | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• organisational and legislative occupational health and safety requirements, in particular with regard to safe manual handling techniques and working with hazardous substances  
• using hand and power tools  
• measuring and cutting techniques  
• carpentry and joinery skills  
• working as part of a team  
• following written and/or verbal instructions  
• reading plans and construction drawings | Learning experiences for the HSC must address:  
- Understanding the importance of supervisor’s instructions to construct set elements and devices  
- Knowledge of appropriate materials, techniques and construction styles required to construct sets |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 3. Work with others to package sets for transportation | • Road cases, boxes or crates are made or obtained according to supervisor’s instructions to enable set elements to be transported to the venue and to arrive in optimum condition  
• Set elements are packaged in accordance with occupational health and safety requirements, safe manual handling techniques and supervisor’s instructions | Safety and legal requirements include fire-proofing of all set and scenic elements.  
Occupational and public health and safety legislative requirements may include:  
• Commonwealth, State and Territory occupational health and safety regulations  
• relevant national and international standards, guidelines and codes of practice e.g. the Building Code of | Learning experiences for the HSC must address:  
- Recognition of the importance of team work and following instructions to complete the packaging and transportation of sets  
- Understanding the importance of supervisor’s instructions in relation to packaging and packing and transporting set elements safely |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• relevant local government legislation and regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral communication tasks may include the following instructions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials to be read and interpreted may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• occupational health and safety procedures and cautionary signs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cutting lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• labels for chemical handling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• working drawing/model of set</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• production requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• written instructions from supervisor regarding set construction style and techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written tasks may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• drawings for cutting lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sketching model of set</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cutting layout for set</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numerical tasks may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• basic measuring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• calculating angles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cutting/drawing to scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• simple multiplication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Methods and Context of Assessment</strong></td>
<td><strong>Critical aspects of Evidence</strong></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| • Evidence may be gathered on the job, simulated situation provided that performance conditions are met. | Evidence to demonstrate consistent achievement of this unit’s outcomes includes:  
• applying of State and local health and hygiene requirements/regulations  
• applying of safe work practices in regard to the provision of make-up services and safe use of product according to occupational health and safety requirements  
• consistently using effective questioning and active listening techniques  
• developing a make-up plan including:  
• facial areas requiring highlighting/shading  
• product application techniques  
• colour design principles  
application to lighting, natural and artificial | This unit may be assessed concurrently with the following units of competency:  
• Apply industry and organisation knowledge  
• Follow health, safety and security procedures  
• Work with others | This unit of competency should be assessed through access to a range of performers and a range of productions according to the range of variables, presenting with a range of requirements in a workplace or simulated environment. Access to a make-up kit including a range of products and equipment, make-up mirror, lighting, chair and make-up plan pro forma will be required. | Key Terms and Concepts:  
- design concept  
- character make-up  
- make-up kit  
- manufacturers’ guidelines  
- health and hygiene requirements and procedures  
- occupational health and safety regulations  
- protective clothing  
- hazardous substances  
- active listening  
- body language |
### ELEMENT PERFORMANCE CRITERIA RANGE OF VARIABLES EVIDENCE GUIDE HSC REQUIREMENTS AND ADVICE

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine make-up requirements</td>
<td>• Requirements for make-up including requirements for particular performers are researched in consultation with the appropriate personnel&lt;br&gt;• Design concept is created in accordance with make-up requirements and/or in consultation with the appropriate personnel&lt;br&gt;• Budget is considered&lt;br&gt;• Make-up design is discussed and agreed upon with the appropriate personnel&lt;br&gt;• Make-up plan is prepared, including testing</td>
<td>The following variables may apply:&lt;br&gt;The following variables may apply:&lt;br&gt;This unit applies to the design, application and removal of make-up under supervision and/or in a non-theatrical context for example within the following contexts:&lt;br&gt;• concerts&lt;br&gt;• clubs&lt;br&gt;• promotional appearances&lt;br&gt;• Requirements for make-up may include:&lt;br&gt;• designer's and director's specifications&lt;br&gt;• venue requirements&lt;br&gt;• production schedule&lt;br&gt;• relevant health and hygiene requirements&lt;br&gt;• performers' requirements&lt;br&gt;• resource constraints&lt;br&gt;• lighting effects&lt;br&gt;Appropriate personnel may include:&lt;br&gt;• director&lt;br&gt;• designer&lt;br&gt;• producer&lt;br&gt;• client&lt;br&gt;• costume designer and wardrobe personnel&lt;br&gt;• lighting designer and lighting personnel&lt;br&gt;• hairdresser&lt;br&gt;• make-up supervisor/other make-up personnel&lt;br&gt;• special effects make-up design and maker</td>
<td>UNDERPINNING KNOWLEDGE AND SKILLS&lt;br&gt;Skills and knowledge are required in:&lt;br&gt;• knowledge of organisational policies and procedures in regard to facial shape, selection of make-up products and tools/equipment and make-up application&lt;br&gt;• recognising and responding appropriately to general and local contra-indications and contra-action including those which indicate referral to an appropriate professional&lt;br&gt;• knowledge of face and body shapes and their relationship to the elements and principles of design&lt;br&gt;• basic understanding of anatomy and physiology of the skin and skin structures as it relates to make-up services, including a simplified cross-section of skin&lt;br&gt;• basic understanding of the body systems as listed below, in regard to their relationship to facial and body shapes and the skin, muscles and nerves;&lt;br&gt;• skeletal and muscular&lt;br&gt;• nervous system and its relationship to skin function&lt;br&gt;• knowledge of the following in regard to make-up services;&lt;br&gt;• effects of lighting natural/artificial on make-up&lt;br&gt;• colour design principles&lt;br&gt;• colour wheel, primary, secondary, complementary colours, grey scale&lt;br&gt;• tonal value&lt;br&gt;• differences between tone, value, hue and shade</td>
<td>Learning experiences for the HSC must address:&lt;br&gt;- Knowledge of the terminology associated with make-up and OH&amp;S guidelines relevant to using make-up materials&lt;br&gt;- Identification of the materials required to apply make-up professionally&lt;br&gt;- Understanding of make-up appropriate to performer’s needs, performance style and budget&lt;br&gt;- Thorough knowledge of colour design principles and the effect of lighting on make-up</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• knowledge of cosmetic chemistry/ingredients in relevant make-up products particularly in regard to their likely effects on the skin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• determining the physical appearance of;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• various skin types</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• normal skin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• abnormal skin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• minor skin blemishes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• interpreting the production brief and designing a make-up plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• knowledge of colour physics and its application in make-up application awareness of the effect of changes created by specific make-up products and colour application techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• dealing with performers tactfully and respectfully</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• conflict resolution techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• meeting deadlines</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• reading, understanding and breaking down a script</td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 2. Prepare to apply make-up | • Confirmation of special requirements of the performer is obtained prior to confirmation of final design requirements, make-up application and testing  
• Products and equipment are selected in accordance with make-up plan  
• Work area is laid out to ensure quick and efficient application of make-up  
• Correct usage and care of make-up and equipment identified and selected according to manufacturer’s recommendations  
• Protective covering is placed to protect performer’s hair and clothes as required  
• Face is cleansed using suitable cleansing product  
• Health and hygiene procedures are followed | Special requirements may include:  
• skin disorders (contagious or non-contagious). Contagious conditions may include bacterial, viral or fungal infections. Non-contagious conditions may include various types of acne, dermatitis, eczema, or allergic conditions.  
• contra-indications/precautions including contagious and non-contagious; sunburn; trauma; bruises; cosmetic and general surgery and other visible non-normal skin  
• skin type/condition including normal, dry, combination, sensitive, mature, pigmented, colour and tone  
• allergies  
• wearing of contact lenses  
• performers’ histories  
• direction of application and performance | Make-up products may include:  
• pre make-up products and stabilisers  
• concealers  
• foundation (liquid/solid)  
• powders  
• eyeshadows (matt/frosted)  
• blushes  
• mascaras (powder, liquid, wand)  
• lipsticks  
• pencils  
• protective gels and creams  
• sun screen | Learning experiences for the HSC must address:  
- Understanding how to prepare, design and test make-up for performance  
- Understanding of how to plan the layout of materials, workspace and lighting to undertake the efficient application of make-up  
- Understanding of pre-application processes in accordance with health and hygiene protocols |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 3. Apply make-up | • Performers’ comfort and protection is ensured during make-up services  
• Products are applied in sequence with appropriate applicators according to make-up plan and health and hygiene requirements  
• Final effect is appropriate to agreed requirements | Make-up equipment may include:  
• sponges  
• brushes  
• applicators  
• pallets or tiles  
• lash curlers  
• artificial lashes  
• tweezers  
• magnifying mirror  
• containers/tray etc  
• spatulas  
• make-up box  
• towels  
• hairclips and bands  
• tissues  
• supply of water  
• protective bibs and smocks | health and hygiene requirements include:  
• local, State and federal occupational health and safety regulations and regulations in the cosmetic environment; e.g. sterilisation and sanitation procedures, storage and handling of hazardous substances and protective clothing and substances in the workplace. | Learning experiences for the HSC must address:  
- Understanding of how to apply make-up according to sequence design and agreed requirements |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 4. Remove make-up| ● Performer is instructed on removal of make-up as required  
● Make-up is removed using appropriate cleansing products  
● Performer’s comfort and protection is ensured  
● Make-up equipment is washed and disinfected or discarded as appropriate  
● Work area is cleaned                                                                                                    | Oral communication tasks may include:  
● consulting with producer/director regarding design concepts  
● discussing with performers their preferences and sensitivities regarding skin care  
● discussing performers skin care with other make-up personnel  
● discussing make-up design and plan with producer, director, wardrobe manager, performers and other make-up personnel  
● discussing final effect with performer, director, producer, lighting  
● informing performer of the process and procedures for applying, touching-up and/or removing make-up  
Materials to be read and interpreted may include:  
● script to identify  
● required effects, period, setting, lighting  
● production schedule  
● synopsis breakdown of characters  
● product labels  
● manufacturers' guidelines  
● make-up plan                                                                                                          | Learning experiences for the HSC must address:  
- Understanding of make-up removal procedures in accordance with health and hygiene products |
| 5. Maintain make-up| ● Materials for maintaining make-up are on hand at all times  
● Adjustments are quick and accurate and are made prior to or at appropriate times during the performance                                                                                                                                                                                                 | Written tasks may include:  
make-up plan which includes:  
● areas requiring highlighting, shading  
● product application procedures  
● colour design  
● required lighting  
Numeracy tasks may include:  
● estimating the cost of products  
● budget calculations  
● estimating the time required to apply make-up  
Learning experiences for the HSC must address:  
- Understanding of how to develop and use a make-up inventory for maintaining and restocking materials |
# KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>2</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Training Package</td>
<td>ENTERTAINMENT INDUSTRY (CUE98)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td><strong>MANAGE OWN WORK AND LEARNING</strong></td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td><strong>Unit Descriptor:</strong></td>
</tr>
<tr>
<td><strong>CUECOR1A</strong></td>
<td>This unit describes the skills and knowledge required to effectively manage one's own work and learning including development of time management skills and responding to feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| This unit may be assessed on the job, in simulated situations or in a combination of on and off the job. | Evidence to demonstrate consistent achievement of this unit’s outcomes includes:  
- planning own work and responding flexibly to changing circumstances  
- communicating effectively with colleagues within the range of situations required for the job role  
- applying strategies for personal skill development | This unit may be assessed concurrently with the following units of competency:  
- Work with others  
- Work in a socially diverse environment  
- Apply industry and organisation knowledge | Competency in this unit should be demonstrated using:  
- access to a system (manual or computerised) for developing and maintaining work records  
- access to information on and off the job training |                             |

| Key Terms and Concepts:  
- priorities  
- deadlines  
- learning needs  
- feedback  
- review  
- appraisal  
- schedule  
- mentor  
- record of meeting  
- stress management  
- career paths  
- organisational objectives  
- work requirements  
- career aspirations  
- work performance |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Develop personal time management skills | • Priorities and deadlines are established in consultation with others as appropriate  
• Time is planned so that tasks are completed according to order of priority and within established deadlines  
• Work is re-prioritised effectively as necessary to accommodate important workload variations  
• Details of work tasks and commitments are documented accurately  
• Basic work records are effectively maintained  
• Any variations and difficulties affecting work requirements are identified through regular reviews and appropriate personnel are informed | The following variables may apply:  
Basic work records may include:  
• diary entries  
• work schedules  
• time sheets  
• file notes  
• reports  
• general in-house correspondence (memos, notes, email)  
• records of meetings  
• rehearsals, engagements  
• petty cash transactions  
• ticketing sales  
• marketing sales  
• box office summaries | UNDERPINNING KNOWLEDGE AND SKILLS  
• Skills and knowledge are required in:  
• organising information clearly, concisely and logically  
• knowledge of effective communication to listening, questioning and non-verbal communication  
• knowledge of and ability to apply time management  
• stress management  
• knowledge of career paths which are possible within the entertainment industry within and across the various industry sectors  
• career path planning including preparation and application for a job and interview techniques | Learning experiences for the HSC must address:  
- Understanding of procedures required for detailing work tasks and maintaining work records for those listed in the Range of Variables  
- Understanding of time management concepts and factors affecting variations to workload or routine  
Understanding of how to organise work in terms of:  
- Prioritising  
- Time management  
- Negotiations  
- Completed time frame  
- Individual needs  
- Group needs  
- Understanding of the importance of successful teamwork  
- Understanding of the importance of planning and organising work on a daily, weekly or monthly basis |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 2. Manage own learning | • Steps are taken in consultation with appropriate personnel to identify own learning needs  
• Opportunities to meet identified learning needs are identified and appropriate action taken in consultation with the 2.3 Evidence of on and off the job learning is documented and collated | Appropriate personnel may include:  
• managers  
• supervisors  
• peers (inside and outside the organisation)  
• mentors | Learning experiences for the HSC must address:  
- An understanding of learning as an ongoing process, how to identify knowledge and skill gaps and how to identify opportunities which meet potential learning needs |
| 3. Receive and act constructively on personal feedback | • Suggestions on ways to improve work are sought regularly from appropriate personnel  
• Feedback is acted upon as required to improve work performance | Own learning needs may include:  
• gaps in skills and knowledge for present or to fulfil career aspirations  
• need to obtain competencies to meet current and future organisational objectives | Learning experiences for the HSC must address:  
- An understanding of the importance of feedback in the learning process and identification of various avenues and strategies for feedback to inform follow-up actions |

**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Training Package</td>
<td>ENTERTAINMENT INDUSTRY (CUE98)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td><strong>CARRY OUT MANUAL SOLDERING AND DESOLDERING</strong></td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td><strong>CUETGE7A</strong></td>
</tr>
<tr>
<td><strong>Unit Descriptor:</strong></td>
<td>This unit describes the skills and knowledge required to carry out manual soldering including preparation and de-soldering</td>
</tr>
<tr>
<td><strong>HSC Indicative Hours:</strong></td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The candidate will be required to:</strong></td>
<td><strong>Evidence to demonstrate consistent achievement of this unit’s outcomes include:</strong></td>
<td><strong>This unit may be assessed in conjunction with any other units addressing the safety, quality, communication, material handling, recording and reporting associated with manual soldering and desoldering or other competencies requiring the exercise of the skills and knowledge covered by this unit.</strong></td>
<td><strong>The unit of competency should be assessed using:</strong></td>
<td><strong>Key Terms and Concepts:</strong></td>
</tr>
</tbody>
</table>
| • orally, or by other methods of communication, answer questions put by the assessor | • demonstrating safe working practices at all times; | | • all tools, equipment, material and documentation required | • - job specifications  
• designated procedures  
• operational procedures, principles and teaching techniques  
• manufacturers recommendation  
• standards  
• safe working practices  
• codes  
• standard operating procedures  
• specifications  
• work site procedures  
• components  
• appropriate techniques |
| • identify colleagues who can be approached for the collection of competency evidence where appropriate | • performing all tasks in accordance with standard operating procedures; | | • any relevant workplace procedures  
• any relevant product and manufacturing specifications | |
<p>| • present evidence of credit for any off-job training related to this unit. | • performing all tasks to specifications | | | |
| <strong>This unit may be assessed on the job, off the job or a combination of on and off the job.</strong> | <strong>The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.</strong> | <strong>Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.</strong> | | |
| <strong>This unit may be assessed in conjunction with any other units addressing the safety, quality, communication, material handling, recording and reporting associated with manual soldering and desoldering or other competencies requiring the exercise of the skills and knowledge covered by this unit.</strong> | <strong>The unit of competency should be assessed using:</strong> | <strong>The unit of competency should be assessed using:</strong> | <strong>Key Terms and Concepts:</strong> | |</p>
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Prepare materials for soldering | • Materials are prepared for soldering in accordance with instructions and work site procedures  
• Materials are prepared using correct soldering tools, equipment, materials and procedures | The following variables may apply:  
• Work is undertaken in a production or maintenance environment using predetermined standards or quality, safety and work procedures. Component protection procedures are pre-determined.  
• Correct and appropriate soldering tools and equipment may include all types of soldering irons, cutters, brushes, files, soldering tips, solder syringes, holding devices.  
• Correct and appropriate materials may include solder (solid resin cord and paste) and flux (resin or powder). | Learning experiences for the HSC must address:  
- Knowledge of soldering equipment required for the installation, maintenance and fabrication of electrical/electronic components and cabling which may be used to support a production in the Entertainment industry |
| 2. Solder materials            | • Correct soldering techniques, procedures, materials and soldering tools are selected in accordance with work site procedures  
• Materials are jointed, mounted and shaped to specifications using standard operating procedures  
• An appropriate soldering technique is used to apply solder to the materials to be jointed, in accordance with work site procedures  
• Where appropriate, excess material is removed, using correct and appropriate tools and techniques  
• Procedures for the protection of components are observed according to standard operating procedures | All materials and procedures are specified via job instructions.  
• Inspections are carried out using visual, mechanical or electric techniques with pre set up equipment.  
All work is undertaken to legislative and regulatory requirements.  
• Handling refers to methods of physical handling and stress relief methods of preventing damage caused by electrostatic discharge. This may include wrist straps and anti-static work areas and practices. This unit does not include skills in silver soldering or brazing skills. | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• communicating information about processes, events or tasks being undertaken to ensure a safe and efficient working environment;  
• taking responsibility for the quality of their own work;  
• planning tasks in all situations and reviewing the requirements as appropriate;  
• using accepted engineering techniques, practices, processes and workplace procedures.  
• identifying the preparation requirements of materials prior to soldering  
• identifying the consequence of incorrect material preparation prior to soldering  
• identifying the correct application of a range of soldering tools and equipment | Learning experiences for the HSC must address:  
- Knowledge of soldering equipment selection and safe working practices  
- Understanding of relevant safety precautions  
- Understanding of how to select appropriate soldering equipment and consumables including types of soldering iron, (solder and flux) to contribute to a production in the Entertainment industry  
- Knowledge of a range of soldering equipment and materials (as outlined in the Range of Variables), their varied uses, properties, applications and maintenance |
### 3. Inspect solder joints
- Inspection is undertaken to standard operating procedures
- Inspection results are recorded/reported in accordance with work site procedures
- Identifying the applications of different solders and fluxes with respect to the materials to be soldered
- Applying alternative soldering and desoldering techniques and procedures
- Identifying methods of solder removal and their application
- Applying component protection procedures
- Identifying methods of minimising damage to materials/components
- Identifying and applying methods of cleaning colder from materials/devices
- Depending on the actual soldering job, hand and power tools and measuring skills may be required.

#### Learning experiences for the HSC must address:
- Identification of both correct and incorrect soldering procedures and correct and incorrect solder work
- Understanding of codes, standards, manuals and manufacturers specifications

### 4. Undertake desoldering
- Correct and appropriate techniques, procedures, desoldering tools and equipment are selected in accordance with work site procedures
- Materials/components are desoldered using correct procedures to minimise damage to materials and components
- Material/device is removed and cleaned to specifications using standard operating procedures

- Identifying the applications of different solders and fluxes with respect to the materials to be soldered
- Applying alternative soldering and desoldering techniques and procedures
- Identifying methods of solder removal and their application
- Applying component protection procedures
- Identifying methods of minimising damage to materials/components
- Identifying and applying methods of cleaning colder from materials/devices
- Depending on the actual soldering job, hand and power tools and measuring skills may be required.
### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
Title: **PERFORM ROUTINE MANUAL METAL ARC AND/OR GAS METAL ARC WELDING**

**Unit Code:** CUETGE10A

This unit describes the skills and knowledge required to safely carry out manual welding tasks including preparation and mainline set up.

### Methods and Context of Assessment
- Evidence to demonstrate consistent achievement of this unit’s outcomes include:
  - demonstrating safe working practices at all times;
  - performing all tasks in accordance with standard operating procedures;
  - performing all tasks to specification

- Critical aspects of Evidence

- Concurrent Assessment

- Resource Requirements

- HSC Requirements and Advice

### Critical aspects of Evidence

- Evidence to demonstrate consistent achievement of this unit’s outcomes include:
  - demonstrating safe working practices at all times;
  - performing all tasks in accordance with standard operating procedures;
  - performing all tasks to specification

- Concurrent Assessment

- Resource Requirements

- HSC Requirements and Advice

### Resource Requirements

- This unit of competency should be assessed using:
  - all tools, equipment, materials and documentation required.
  - any relevant workplace procedures
  - any relevant product and manufacturing specifications
  - any relevant codes, standards, manuals and reference materials

### Key Terms and Concepts:
- job specifications
- designated procedures
- operational procedures, principles and teaching techniques
- manufacturers' recommendations
- standards
- safe working practices
- codes
- standard operating procedures
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Determine weld requirements | • All appropriate specifications and drawings are obtained and weld requirements are determined in accordance with job specifications  
• Location and size of welds are determined in accordance with standard operating procedures and job specifications | The following variables will apply:  
• Routine welding in this unit is intended to apply in a manufacturing or maintenance environment where welding is not required to meet Australian Standards 1554 General Purpose or equivalent clothes, Occupation Health and Safety regulations and/or licensing requirements.  
• Welding would typically be performed on low carbon and mild steels.  
• Weld preparation would be minimal and generally restricted to cleaning using files and grinders. | UNDERPINNING KNOWLEDGE AND SKILLS  
• Skills and knowledge are required in:  
• communicating information about processes, events or tasks being undertaken to ensure a safe and efficient working environment;  
• taking responsibility for the quality of their own work;  
• planning tasks in all situations and review task requirements as appropriate;  
• using accepted engineering techniques, practices, processes and workplace procedures  
• identifying weld requirements, specifications, location and size  
• identifying the appropriate setting for a given task and the equipment and electrodes to be used  
• identifying application of a variety of electrodes and the appropriate electrode for a given task  
• identifying the tools and techniques appropriate to the preparation of materials | Learning experiences for the HSC must address:  
- Identification of arc welding equipment required for the installation, maintenance and fabrication of pieces of work required for a production in the Entertainment Industry |
| 2. Prepare materials for welding | • The materials to be welded are cleaned and prepared using appropriate tools and techniques in accordance with standard operating procedures | Learning experiences for the HSC must address:  
- Sound knowledge of arc welding equipment selection and safe working practices  
- Understanding of safety precautions  
- Identification of appropriate arc welding tools and consumables including types of equipment, gas bottles, electrodes, wire) which could contribute to a production in the Entertainment industry |

Entertainment Industry Curriculum Framework (draft)  
February 2002  
CUETGE10A - Perform Routine Manual Metal Arc and/or Gas Metal Arc Welding
### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 3. Select welding machine settings, electrodes and/or wire | - Welding machines settings are correctly set in accordance with established workplace and/or manufacturers specifications  
- Electrodes and/or wire are correctly selected in accordance with established workplace and/or manufacturers specifications | | | |
| 4. Perform routine welding | - Weld is undertaken safely and to prescribed procedure  
- All welds are cleaned in accordance with specifications and standard operating procedures | | | Learning experiences for the HSC must address:  
- Understanding of the use of a range of welding equipment and materials (as outlined in the Range of Variables) their various properties, applications and maintenance  
- Understanding of correct and incorrect welding procedures and ability to identify both correct and incorrect welds  
- Understanding of codes, standards, manuals and manufacturers specifications |

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
### Training Package
ENTERTAINMENT INDUSTRY (CUE98)

### Title:
USE HAND TOOLS

### Unit Code
CUETGE8A

This unit describes the knowledge and skills required in the use of hand tools including safety, maintenance and storage.

### HSC Indicative Hours:
20

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence to demonstrate consistent achievement of this unit’s outcomes include: • demonstrating safe working practices at all times; • performing all tasks in accordance with standard operating procedures; performing all tasks to specification;</td>
<td>This unit may be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with the use of hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.</td>
<td>This unit of competency should be assessed using: • all tools, equipment, materials and documentation required • any relevant workplace procedures • any relevant product and manufacturing specifications • any relevant codes, standards, manuals and reference materials. • Method and Context of Assessment • This unit may be assessed on the job, off the job, or a combination of both on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. • The candidate will be required to: • orally, or by other methods of communication, answer questions but by the assessor • identify colleagues who can be approached for the collection of competency evidence where appropriate • present evidence of credit for any off-job training related to this unit • Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.</td>
<td>Key Terms and Concepts: • job specifications • designated procedures • operational procedures • principles and teaching techniques • manufacturers’ recommendation and codes • standards • safe working practices</td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 1. Use hand tools | • Appropriate hand tools are selected according to the task requirements  
• Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape  
• All safety requirements are adhered to before, during and after use  
• Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use  
• Routine maintenance of tools, including hand sharpening, is undertaken according to standard operational procedures, principles and techniques  
• Hand tools are stored safely in appropriate locations according to standard operational procedures and manufacturers’ recommendations | • The following variables may apply:  
• Work is undertaken autonomously or in a team environment using predetermined standards of quality, safety and workshop procedures involved in the use of various hand tools, including but not limited to hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types.  
• Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components and the finishing, cutting and scraping of metallic and non-metallic material to size and shape.  
• Routine maintenance tasks may include cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures.  
• This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine-specific/customised tool is used. For power tools used for hand-held operations see the unit Use power tool/hand-held operations. | | Learning experiences for the HSC must address.  
- Identify hand tools to be used in manufacture, assembly, repair and dismantling of components  
- Knowledge of appropriate hand tool selection and safe working practices  
- Understanding and observation of safety precautions  
- Understanding of use of range of hand tools listed in Range of Variables and how these tools should be used and maintained  
- Understanding of how to identify faulty tools  
- Awareness of codes, standards and manufacturers specifications  
- Knowledge of correct and incorrect working procedures |

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
<tr>
<td>Training Package</td>
<td>ENTERTAINMENT INDUSTRY (CUE98)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>USE POWER TOOLS / HAND-HELD OPERATION</td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td>CUETGE9A</td>
</tr>
<tr>
<td><strong>Unit Descriptor:</strong></td>
<td>This unit describes the knowledge and skills required in the use of power tools including safety and storage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| This unit may be assessed on the job, off the job, or a combination of both on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. Tasks involved will be completed within reasonable timeframes relating to typical workplace activities. | Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
- demonstrating safe working practices at all time;  
- performing all tasks in accordance with standard operating procedures;  
- performing all tasks to specification | This unit may be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with the use of power tools in hand-held operations or other units requiring the exercise of the skills and knowledge covered by this unit. | This unit of competency should be assessed using:  
- all tools, equipment, materials and documentation required  
- any relevant workplace procedures  
- any relevant product and manufacturing specifications  
- any relevant codes, standards, manuals and reference materials. | Key Terms and Concepts:  
- sequence of operations  
- designated procedures  
- faulty tools  
- standard workshop procedure  
- manufacturers recommendations  
- safety precautions, codes and standards  
- safety requirements  
- job specifications |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1.Use power tools | • Appropriate power tools are selected according to the task requirements  
• Power tools are used following a determined sequence of operation which may include clamping, alignment and adjustment to produce desired outcomes to job specifications which may include finish, size or  
• All safety requirements are adhered to before, during and after use  
• Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use  
• Power tools are stored safely in the appropriate location according to standard workshop procedure and manufacturer’s recommendations | The following variables may apply:  
• Work is undertaken autonomously or in a team environment using predetermined standards of quality, safety and workshop procedures involving the use of various power tools, including but not limited to electric or pneumatic drills, grinders, jigsaws, nibblers, cutting saws, Sanders, planers, routers, pedestal drills and pedestal grinders.  
• Applications may extend to loosening and fastening of items or components and the finishing, cutting and grinding of metallic and non-metallic materials and/or tool bits to size and shape.  
• Routine maintenance tasks may include cleaning, lubricating, tightening, simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements.  
• This unit should not be selected if the power tools used are dedicated to an operation or machine, ie. nutrunner, air drill, power driver etc. For using hand-held tools see the unit Use hand tools | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• communicating information about processes, events or tasks being undertaken to ensure a safe and efficient working environment;  
• taking responsibility for the quality of their own work;  
• planning tasks in all situation and review tasks requirements as appropriate;  
• using accepted engineering techniques, practices, processes and workplace procedures  
• identifying the outcomes and job specifications to be achieved by the use of power tools  
• identifying a range of clamping/securing devices and their applications  
• identifying the adjustment that can be made to a range of power tools  
• identifying the tools and procedures to be used in adjusting a range of power tools  
• aligning power tools to achieve the required outcomes | Learning experiences for the HSC must address:  
- Identification of power tools to be used in manufacture, assembly, repair and dismantling of components and pieces of work constructed to support entertainment industry production  
- Knowledge of power tool selection and safe working practices  
- Observation of safety precautions  
- Selecting appropriate tools from a range of hand tools to complete a task contributing to a production in the entertainment industry  
- Knowledge of a range of power tools, their varied uses, properties, accessories and applications  
- Understanding of appropriate handling, storage, maintenance and/or sharpening of power tools  
- Identification of correct and incorrect working procedures  
- Identification of faulty power tools  
- Understanding relevant of codes, standards, manuals and manufacturers specifications |
## KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
<tr>
<td>Methods and Context of Assessment</td>
<td>Critical aspects of Evidence</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| This unit may be assessed on the job or in a simulated situation. Assessment may need to occur on more than one occasion in order to ensure consistency in performance. | - Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
  - understanding of communication and customer service and its importance in an entertainment context  
  - displaying a positive and pleasant attitude  
  - understanding of the importance of maintaining a high standard of personal presentation (e.g. in wearing of uniforms and personal grooming)  
  - knowledge of cultural diversity | - This unit may be assessed concurrently with the following units of competency:  
  - Apply organisation and industry knowledge  
  - Work with others  
  - Follow health, safety and security procedures | - This unit of competency should be assessed using:  
  - relevant organisation procedures  
  - access to a range of patrons with a range of requirements  
  - access to an entertainment event or venue and simulated situation | Key Terms and Concepts:  
- duration  
- change to schedule  
- emergency  
- seating arrangements  
- ticketing  
- VIPs  
- products  
- etiquette  
- disability  
- cultural awareness  
- booking  
- diverse backgrounds  
- merchandise  
- support services  
- season ticket  
- organisational policies and procedures  
- venue geography  
- event duration |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Greet patrons | • Patrons are greeted in a polite and welcoming manner and in accordance with organisation procedures  
• Where appropriate, regular patrons are recognised and greeted accordingly  
• Patrons requiring special assistance are handled with care and consideration in accordance with organisation procedures | The following variables may apply:  
Patrons may include those from a range of cultural customs/backgrounds/protocols/etiquette.  
• Patrons with special needs may include:  
  • people with disabilities  
  • first-time patrons  
  • aged or children/school groups  
  • infants  
  • VIPs  
  • Groups | UNDERPINNING KNOWLEDGE AND SKILLS  
• Skills and knowledge are required in:  
  • organisational procedures relating to customer service  
  • knowledge of the organisation’s products and services  
  • communicating effectively including active listening and questioning techniques and non verbal communication | Learning experiences for the HSC must address:  
- The identification of basic procedures for welcoming patrons  
- Recognition of the importance of welcoming regular patrons and special needs patrons  
- Awareness of organisational policy and protocols related to VIPs and the media. |
| 2. Provide information and advice to patrons | • Requests for information are responded to politely and appropriate information is communicated accurately, clearly and concisely  
• Requests for information are relayed to other appropriate personnel as required  
• Any change to schedule/program/venue and the reason for the variation is communicated clearly and politely, cooperation of patrons is sought in the implementation of any change and patrons concerns are addressed as required  
• Patrons are informed of organisation’s products and services on request | Patrons with special needs may require:  
• wheelchair access  
• hearing assistance  
• translation assistance 
Appropriate personnel may include:  
• reception  
• box office  
• ushers  
• food/beverage counter staff  
• supervisor  
• management  
• police  
• security personnel | Learning experiences for the HSC must address:  
- Understanding of the type and scope of information to be communicated to patrons or referred to senior staff  
- Identification of potential reasons for changes to routine and ways to communicate changes to patrons and staff  
- Knowledge of the range of services available at Front of House including, but not limited to:  
  - bathrooms  
  - ticketing  
  - refreshments  
  - merchandise |
### Element: Respond to patrons' complaints

**Performance Criteria:**
- Patron’s complaints or concerns are responded to promptly, calmly and courteously
- Nature of the complaint is established and clarified with patron as required
- Dissatisfied patrons are responded to in accordance with organisation procedures or initiative is exercised as required
- Complaints are documented and referred to relevant personnel as required
- Appropriate action is taken to remedy the situation and prevent the risk of recurrence as necessary

**Range of Variables:**
- Requests for information may include:
  - opening hours
  - pricing
  - enquiries
  - session start/finish times
  - directions both within and outside the venue
  - seating arrangements
  - group-booking information
  - facilities
  - special-access requirements e.g. wheelchair access
  - changes to schedules/venues/programs
  - details of shows/performances/events
  - the range of products and services available

**Evidence Guide:**
- Responding effectively to a range of different customer service situations
- Understanding of the requirements of patrons with special needs
- Dealing with conflict
- Cultural sensitivity
- Giving and following instructions
- Communicating effectively with people from diverse cultural backgrounds
- Dealing with and rectifying cross-cultural miscommunication

**HSC Requirements and Advice:**
- Learning experiences for the HSC must address:
  - An understanding of the organisation’s complaints policy
  - Ability to identify procedural steps related to a variety of complaints and incidents
  - Recognition of the importance of documenting complaints and incidents
  - Understanding of the importance of a harmonious environment which promotes negotiation, communication and understanding.
  - Understanding of the full range of potential requests for information and organisational services and products
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• publications</td>
<td></td>
<td></td>
<td>Learning experiences for the</td>
</tr>
<tr>
<td></td>
<td>• lost property</td>
<td></td>
<td></td>
<td>HSC must address:</td>
</tr>
<tr>
<td></td>
<td>• ticketing services</td>
<td></td>
<td></td>
<td>- An understanding of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cultural diversity in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Australian population and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the significance of cultural</td>
</tr>
<tr>
<td></td>
<td>Oral communications</td>
<td></td>
<td></td>
<td>values</td>
</tr>
<tr>
<td></td>
<td>tasks may include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• responding to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>patrons’ requests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for directions,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>event duration,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>venue geography,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>emergency help or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>help from other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>appropriate personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• verbally conveying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>information on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>changes to schedules,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>programs, venues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• providing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>information about</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>services and products.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• asking questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to gain accurate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>information and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>clarify ambiguities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• accurately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>receiving and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>passing on requests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• rephrasing and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeating back</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>questions, requests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and statements to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>confirm they have</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>been correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>understood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• providing accurate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>concise summaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of information in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>brief verbal reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• negotiating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>outcomes where</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>points of view</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>differ</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This unit of competency should be assessed through access to a range of patrons, presenting with a range of requirements in an entertainment event or venue or simulated situation.

- An understanding of cultural diversity in the Australian population and the significance of cultural values
- Knowledge of how to provide information accurately and in plain English to people from a range of cultural and linguistic backgrounds and people with intellectual or physical disabilities
- Knowledge of how to identify and accommodate the needs of different demographic and cultural groups
- Understanding of how to seek assistance from supervisor or other team members when cross cultural and other misunderstandings occur
- An understanding of effective communication skills including:
  - Listening
  - Understanding body language
  - Appropriate speech
  - Accurate relaying of messages
  - Questioning techniques including the technique of active listening
### ELEMENT PERFORMANCE CRITERIA

Recalling and responding to the requests, questions and statements of patrons disquieted or annoyed by changes to program, schedule, cast or venue.

- Material to be read may include:
  - written changes to schedules, programs, venues
  - information about services and products
  - organisational policies and procedures
  - notices, correspondence and other written instructions

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
**Title:** SELL PRODUCTS/SERVICES TO PATRONS

**Unit Code:** CUEFOH2A

This unit describes the skills and knowledge required to carry out sales of products/services to patrons, complete sale transactions and reconcile sale returns.

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| This unit may be assessed on the job or in a simulated situation or in a combination of on and off the job. Assessment should preferably occur on more than one occasion to assure consistency of performance. | • Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
  - providing products/services to patrons quickly and efficiently  
  - displaying a positive and pleasant attitude  
  - responding effectively to a range of different customer service situations  
  - understanding of the importance of maintaining a high standard of personal presentation (e.g. in wearing of uniforms and personal grooming)  
  - understanding of communication and customer service and its importance in an entertainment context  
  - communicating effectively with people from a diverse range of backgrounds  
  - demonstrating cultural sensitivity | • This unit may be assessed concurrently with the following units of competency:  
  - Respond positively to patrons  
  - Apply industry and organisation knowledge  
  - Manage own work and learning  
  - Work with others | This unit of competency should be assessed in an entertainment event or venue or simulated situation using a range of products/services, organisational procedures and equipment as identified in the Range of Variables. | Key Terms and Concepts:  
  - merchandise  
  - cloak room  
  - effective communication skills  
  - valet parking  
  - eftpos  
  - body language  
  - refund policy  
  - vouchers  
  - cultural awareness  
  - float  
  - discount  
  - diverse backgrounds  
  - credit transaction  
  - register roll  
  - support services  
  - receipt  
  - lost property  
  - questioning techniques  
  - safe  
  - till  
  - reconciliation  
  - consumable  
  - refrigeration  
  - patrons |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Sell products/services to patrons | • Patrons are greeted according to organisational procedures  
• Appropriate product/service is prepared/provided in response to patron’s request  
• Equipment is operated as required according to organisational procedures  
• Hygiene procedures are followed in preparing products as required  
• Products/services are sold at the correct price as determined by the organisation | • The following variables may apply:  
• Patrons may include:  
• patrons from different cultural backgrounds  
• patrons with special needs  
• Products/services may include:  
• consumables (hot and cold food and drink including alcoholic beverages)  
• tickets  
• programs  
• merchandise  
• cloakroom  
• lost property  
• taxi-booking service  
• valet car parking  
• binocular hire | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• knowledge of organisation’s range of products and services  
• knowledge of prices of organisation’s products and services  
• knowledge of laws controlling the sale of alcohol and tobacco  
• knowledge of hygiene procedures (organisation and/or legislative requirements)  
• processing credit card/EFTPOS transactions using appropriate equipment  
• cash handling procedures  
• using cash registers  
• operating front of house/refreshment counter equipment - food and drink machines  
• knowledge of effective communication techniques including listening and questioning techniques and non-verbal communication  
• working as part of a team  
• performing simple mathematical calculations and financial transactions  
• handling potential conflict situations | Learning experiences for the HSC must include:  
- Identification of range of products and services provided to patrons  
- Understanding of the most efficient use of equipment and technology associated with service and products  
- Awareness of range of financial transactions available to patrons  
- Understanding of how to proficiently execute financial transactions  
- Understanding of the importance of effective, positive and efficient customer service  
- Thorough knowledge of Federal, State and Local regulations relating to the preparation of foodstuffs and the sale of alcohol |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Correct change or documentation for credit card charge and/or receipts are given</td>
<td>• Equipment may include:</td>
<td>• following instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to patrons as required</td>
<td>• coffee maker</td>
<td>• applying problem-solving and negotiation techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enquiries/requests from patrons are</td>
<td>• popcorn maker</td>
<td>• accurately relaying requests and information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>handled in accordance with organisational procedures and referred to appropriate</td>
<td>• frozen Coke machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>personnel as required</td>
<td>• ice-cream machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lost property is handled according to organisational procedures as required</td>
<td>• drinks machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cleaning/tidying is undertaken as required</td>
<td>• Hygiene procedures may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Federal, State, local or organisational health and safety procedures regarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the handling of consumables</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• organisation procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Customers may pay for products/services by cash, cheque, EFTPOS or credit card,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>money orders, travellers cheques, vouchers or coupons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriate personnel may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• front-of-house manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• other management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Organisational requirements/ procedures may cover:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• billing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cancellations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• amendments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• refunds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>2. Manage cash and sales</td>
<td>• Cash register is turned on and staff ID entered into system if required</td>
<td>• cheques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sales equipment is checked to ensure that it is in working order and faults are fixed or reported to the appropriate personnel as required</td>
<td>• credit cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Float is counted to ensure that it tallies with stated amount and is placed as appropriate in cash register</td>
<td>• EFTPOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cash register is operated according to organisational procedures</td>
<td>• cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Total price of items and change is calculated without the use of a cash register where required</td>
<td>• vouchers</td>
<td></td>
<td>Learning experiences for the HSC must include:</td>
</tr>
<tr>
<td></td>
<td>• Operating a cash register according to organisational procedures may involve:</td>
<td>- An understanding of access and authorisation procedures related to cash management systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• straight sales</td>
<td>• calculating change</td>
<td>- An understanding of how to prepare, under supervision, the efficient handling of a cash float or cash register</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• multiple items</td>
<td>• processing discounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• refunds</td>
<td>• completing credit transactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• voucher and coupon sales</td>
<td>• using fast-track banking terminal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• voiding sales</td>
<td>• changing the register roll</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• issuing receipts</td>
<td>• Balancing the till may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• calculating change</td>
<td>• adding up all register sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• processing discounts</td>
<td>• adding up all cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• completing credit transactions</td>
<td>• credit slips and vouchers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• using fast-track banking terminal</td>
<td>• subtracting the float amount form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• changing the register roll</td>
<td>total money received</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• comparing revenue to sales, filling in reconciliation slip, handing reconciliation slip along with all cash, vouchers and credit slips to the relevant person</td>
<td>• comparing revenue to sales, filling in reconciliation slip, handing reconciliation slip along with all cash, vouchers and credit slips to the relevant person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>3. Reconcile sales returns</td>
<td>• Till is balanced according to organisational procedures</td>
<td>• Oral communications tasks include:</td>
<td></td>
<td>Learning experiences for the HSC must include:</td>
</tr>
<tr>
<td></td>
<td>• Reconciliation slip is completed as required</td>
<td>• responding to instructions</td>
<td></td>
<td>- An understanding of the procedures required to reconcile a till.</td>
</tr>
<tr>
<td></td>
<td>• All cash and documentation is given to the appropriate personnel</td>
<td>• speaking clearly to be understood, and listening carefully to understand</td>
<td></td>
<td>- An understanding of effective communication skills including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• asking questions to gain information, clarify ambiguities and</td>
<td></td>
<td>- Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>adequately understand requirements</td>
<td></td>
<td>- Understanding body language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• asking the right questions to elicit patrons’ special needs</td>
<td></td>
<td>- Appropriate speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• rephrasing and repeating back questions, requests and statements to confirm they have been correctly understood</td>
<td></td>
<td>- Accurate relaying of messages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• empathising with the patron’s situation while upholding venue or</td>
<td></td>
<td>- Questioning techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hirer policy</td>
<td></td>
<td>including the technique of active listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• accurately receiving and passing on requests and instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• accurate, concise summarising of information in brief verbal reports to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>other personnel (such as reporting a fault)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• responding to requests for directions, venue geography,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>emergency help or help from other appropriate personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• providing information about services and products</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Material to be read may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• product lists, price lists, product tags, supplier information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• information about the venue and products and services available</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• credit forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• vouchers and coupons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• on-screen instructions and prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• equipment manuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• organisational policies and procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning experiences for the HSC must include:
- An understanding of the procedures required to reconcile a till.
- An understanding of effective communication skills including:
  - Listening
  - Understanding body language
  - Appropriate speech
  - Accurate relaying of messages
  - Questioning techniques including the technique of active listening
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
|         |                      | • Material to be written may include:  
|         |                      | • information on products for sale  
|         |                      | • memos about faulty equipment  
|         |                      | • credit forms  
|         |                      | • vouchers and coupons  
|         |                      | • reconciliation sheet  
|         |                      | • memos about patrons’ special needs  
|         |                      | • short reports or memos about complaints and inquiries  
<p>|         |                      | • short reports of memos about errors or discrepancies in the till.  |   |</p>
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Numeracy tasks include:</td>
<td></td>
<td>Learning experiences for the HSC must include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• calculating prices of products / services</td>
<td></td>
<td>- An understanding of cultural diversity in the Australian population and the significance of cultural values</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• counting money</td>
<td></td>
<td>- Identifying and accommodating the characteristics of different demographic and cultural groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• calculating correct change</td>
<td></td>
<td>- Understanding of how to seek advice from supervisor or team members when misunderstandings occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• balancing of till, involving calculation of total revenue and reconciliation to monies received</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstration of cultural awareness may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• arranging for special seating or attendance requirements of particular cultural groups (such as separating men and women, separating different nationalities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• dealing with patrons who have not attended a venue before, and who are unfamiliar with venue customs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• listening accurately to information, requests and instructions spoken with accents, or by people with intellectual disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• rephrasing statements, speaking clearly and using plain English, so as to be understood by patrons for whom English is not their first language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstrating awareness of special needs of people with disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• communicating effectively with a range of patrons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
<tr>
<td>Methods and Context of Assessment</td>
<td>Critical aspects of Evidence</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| This unit should be assessed on the job or in a simulated situation. Assessment may be required on more than one occasion in order to ensure consistency in performance | Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
- understanding of the importance of maintaining a high standard of personal presentation (e.g. in wearing of uniforms and personal grooming)  
- displaying a positive and pleasant attitude  
- ushering patrons quickly and efficiently to meet performance/events schedules  
- communicating effectively within the range of situations required for the job role  
- understanding of communication and customer service and its importance in an entertainment context  
- dealing effectively with cultural diversity | This unit may be assessed concurrently with the following units of competency:  
- Apply organisation and industry knowledge  
- Follow health, safety and security procedures  
- Respond positively to patrons  
- Work with others | This unit of competency should be assessed through access to a range of patrons, in a range of circumstances in an entertainment | Key Terms and Concepts:  
- personal presentation  
- performance/events schedules  
- effective communication  
- customer service  
- customer satisfaction  
- cultural diversity  
- cultural sensitivity  
- organisational procedures  
- special access requirements  
- venue layout  
- emergency evacuation procedures  
- public announcements  
- first aid procedures  
- crowd movement  
- empathy |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check and process tickets</td>
<td>• Patrons are met and greeted in a manner that achieves and maintains customer satisfaction • Tickets/passes are checked for accuracy and validity, processed in accordance with organisational procedures and appropriate action is taken as problems arise • Information is provided to patrons as required</td>
<td>The following variables may apply: Information provided to patrons may include: • cloakroom arrangements • correct venue entrance • asking questions to gain information and clarify ambiguities • refunds to other appropriate personnel • Tickets may be collected or not according to organisation’s procedures. • Patrons may include those from a range of cultural customs/backgrounds/protocols/etiquette. Special access requirements may include: • wheelchair access • hearing assistance • translation assistance Appropriate personnel may include: • front-of-house manager • management • other front-of-house staff</td>
<td>UNDERPINNING KNOWLEDGE AND SKILLS Skills and knowledge are required in: • knowledge of organisational procedures • knowledge of layout of venue including location of exits, seating layout, other facilities • first aid procedures • knowledge of and ability to apply emergency evacuation procedures • understanding of the requirements of patrons with special needs • communicating effectively including active listening, questioning and non verbal communication • dealing with conflict • work cooperatively as part of a team • knowledge of cultural diversity and ability to demonstrate cultural sensitivity and respond to special needs • giving and receiving spoken and/or written instructions • occasion in order to ensure consistency in performance</td>
<td>Learning experiences for the HSC must address: - Understanding of organisational procedures related to the handling of tickets and passes - Understanding the variables underpinning customer satisfaction - Understanding how to meet the specific requirements of patrons with special needs - Understanding active listening techniques, body language and conflict resolution procedures</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2. Seat patrons  | • Patrons are encouraged to enter the appropriate location in accordance with public announcements  
• Queues are dealt with efficiently and quickly  
• Crowd movement is monitored and action to disperse bottlenecks is taken  
• Patrons receive instructions on seat location or are guided to seats as appropriate  
• Any seating problems are dealt with according to organisational procedures  
• Patrons with special needs are identified and seated at the most appropriate time for the comfort and convenience of all parties  
• Latecomers are dealt with tactfully according to organisational procedures  
• Enquiries and/or complaints are dealt with in an informative, accurate and polite manner and referred to the appropriate personnel as required | Material to be read includes:  
• tickets and passes  
• Material to be written includes:  
• short reports or memos about complaints and inquiries  
Numeracy tasks may include:  
• counting tickets and ticket stubs  
Oral communications tasks which include:  
• listening to instructions  
• speaking clearly to be understood, and listening carefully to understand  
• asking questions to gain information and clarify ambiguities  
• empathising with the patron’s situation while upholding venue or hirer policy  
• accurately receiving and passing on requests and instructions  
• accurate, concise summarising of information in brief verbal reports  
• stating opinions and points of view in a cooperative, constructive manner  
• instructing or negotiating to move incorrectly seated patrons, often in the dark | Learning experiences for the HSC must address:  
- Understanding factors which facilitate or hinder effective crowd movement  
- Knowledge of seating plans and diagrams  
- Understanding organisational procedures including complaints policy and protocols, lateness protocols and points of referral  
- Understanding the importance of empathy and negotiation skills  
- Understanding how to meet the needs of patrons with special needs |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Carry out other duties</td>
<td>- The closing of venue doors is carried out as required</td>
<td>Cultural awareness may include:</td>
<td></td>
<td>Learning experiences for the HSC must address:</td>
</tr>
<tr>
<td></td>
<td>- Lost property is handled according to organisational procedures</td>
<td>- dealing with patrons who have not attended a venue before, and who are</td>
<td></td>
<td>- Understanding of procedures required for closing down after an event</td>
</tr>
<tr>
<td></td>
<td>- Cleaning/tidying of venue is undertaken as required</td>
<td>unfamiliar with venue customs</td>
<td></td>
<td>- Understanding how to deal with variations to routine which may impinge on ushering duties (including medical emergencies and heckling)</td>
</tr>
<tr>
<td></td>
<td>- Emergency evacuation procedures are followed in the event of an emergency</td>
<td>- listening accurately to information, requests and instructions spoken with</td>
<td></td>
<td>- Understanding of needs of patrons with special needs</td>
</tr>
<tr>
<td></td>
<td>- Patrons are assisted in vacating the venue at the end of the performance/event as required</td>
<td>accents, or by people with intellectual disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- rephrasing statements, or speaking slowly and clearly and using a limited</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>vocabulary, so as to be understood by patrons for whom English is not their</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>first language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- awareness of special needs of people with disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- dealing with anger or intimidation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
<tr>
<td>Training Package</td>
<td>ENTERTAINMENT INDUSTRY (CUE98)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>PROVIDE SECURITY SERVICES</td>
</tr>
<tr>
<td><strong>Unit Code:</strong></td>
<td>CUEFOH5A</td>
</tr>
<tr>
<td><strong>Unit Descriptor:</strong></td>
<td>This unit describes the skills and knowledge required in the provision of a range of security services, in particular, responding appropriately to potential disruptive situations.</td>
</tr>
<tr>
<td><strong>HSC Indicative Hours:</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| This unit may be assessed on the job. Assessment may be required on more than one occasion in order to ensure consistency in performance. | Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
- communicating effectively within the range of situations required for the job role  
- consistently applying effective conflict resolution techniques  
- responding quickly and calmly to unexpected events  
- dealing with cross-cultural miscommunication | This unit may be assessed concurrently with the following units of competency:  
- Follow health, safety and security procedures  
- Apply organisation and industry knowledge  
- Respond positively to patrons  
- Work with others | This unit of competency should be assessed through access to a range of patrons and in a range of circumstances as identified in the Range of Variables. | Key Terms and Concepts:  
- entry points  
- emergency exits  
- questioning techniques  
- support services  
- authorized personnel  
- restricted areas  
- body language  
- auditorium  
- safety procedures  
- active listening  
- disruptive elements  
- confiscation  
- effective communication skills  
- stage door  
- surveillance  
- cultural awareness  
- monitor  
- fire drill  
- evacuation |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Provide security services  | • Entry points to venue are controlled  
• Queues are controlled firmly and courteously  
• Identification and access authorisation is checked and authorised personnel only are given access to restricted areas  
• Access to the auditorium is restricted until clearance procedures are implemented as required  
• Emergency and safety procedures are implemented as required  
• Patrons are observed and monitored and any irregularities are handled or referred to the appropriate personnel  
• Protection of performers and/or patrons, crew and other personnel is considered and responded to as required  
• Communication and other security equipment is used in accordance with organisational procedures as required | The following variables may apply:  
Entry points may include:  
• public entrance  
• stage door  
• fire exits  
Items to be confiscated may include:  
• cameras  
• recording devices e.g. cassette/video recorders  
• umbrellas  
• drinks  
• food  
• telecommunication equipment e.g. mobile phones, pagers  
• dangerous or illegal items e.g. drugs, weapons, other items that are potential weapons  
Irregularities may include:  
• stealing  
• possession of illegal substances  
• aggressive behaviour | UNDERPINNING KNOWLEDGE AND SKILLS  
• Skills and knowledge are required in:  
  • knowledge of organisational security procedures  
  • relevant organisational and legislative occupational health and safety requirements  
  • first aid procedures  
  • knowledge of contacting emergency services  
  • layout of venue including fire and safety exits  
  • knowledge of effective communication techniques including active listening, questioning and non verbal communication  
  • cultural sensitivity | Learning experiences for the HSC must address:  
- Identification of emergency exits for staff and patrons  
- An understanding of the organisation’s security manual and/or policies and procedures  
- The importance of identification, access authorization and restricted areas to ensure the safety of patrons and staff  
- An understanding of security systems and related technology for example two way radio, public announcement systems, security monitors, barcoded tickets  
- An understanding of the roles of security staff and their relationship to other staff  
- The importance of effective interpersonal communication skills and techniques in the workplace |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emergency and safety situations may include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• failure of heating/cooling systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• fire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• natural disasters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• bomb threats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• power cuts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• danger to venue/buildings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• illness or death of patron/client</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• accidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emergency and safety procedures may include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• administering first aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• calling fire service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• calling police or security service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• calling ambulance or medical assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• calling other emergency services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Security equipment may include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• computer access systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• surveillance video</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• smoke and fire detectors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• hazard warning system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• clocks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• keys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• barriers and gates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• emergency codes and contact numbers within venue and to contracted security company</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• telephones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• radios and pagers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 2. Control and respond to potentially disruptive behaviour | - Potentially disruptive elements are identified and reported to the appropriate personnel as required  
- Search procedures are implemented in accordance with organisational procedures  
- Confiscated goods are dealt with appropriately  
- Level of nuisance is assessed in accordance with organisational procedures and support is gained from the appropriate personnel as required  
- Appropriate action is taken to diffuse a threatening situation | Appropriate personnel may include:  
- front-of-house manager  
- venue management  
- other security staff  
- medical personnel  
- crowd control staff  
- police | Material to be read and interpreted may include:  
- instructions about which personnel have access to which areas  
- event information sheet  
- documentation on badge and tag identification systems  
- site plans, building plans  
- clearance procedures  
- memos or notices about security and threats to security  
- emergency evacuation procedures  
- standing and immediate instructions about security, including personal searching and the handling of confiscated items  
- tickets, passes and invitations  
- organisational policies and procedures | - Identification of effective conflict resolution techniques  
- Ability to understand and identify levels of threat  
- including nuisance, disruptive or life threatening behaviour  
- Thorough knowledge of points of immediate referral in complex security scenarios (including emergency services, security team, doctor, negotiators, counsellors) |

Learning experiences for the HSC must address:
- Identification of effective conflict resolution techniques  
- Ability to understand and identify levels of threat  
- including nuisance, disruptive or life threatening behaviour  
- Thorough knowledge of points of immediate referral in complex security scenarios (including emergency services, security team, doctor, negotiators, counsellors)
<table>
<thead>
<tr>
<th><strong>ELEMENT</strong></th>
<th><strong>PERFORMANCE CRITERIA</strong></th>
<th><strong>RANGE OF VARIABLES</strong></th>
<th><strong>EVIDENCE GUIDE</strong></th>
<th><strong>HSC REQUIREMENTS AND ADVICE</strong></th>
</tr>
</thead>
</table>
|             | Oral communications tasks may include: | • responding to patrons’ or others’ reasons for requesting access  
• giving information about why access is denied to particular areas  
• giving directions to other areas of the venue, use of two way radio requiring special skills such as use of special language, and quick and succinct expression  
• liaising with other workers via radio or other means, and coordinating actions, to control the flow of patrons inside or outside the venue  
• providing accurate and useful answers to questions  
• listening to instructions  
• issuing instructions in such a way as to elicit the cooperation of others to carry them out  
• issuing clear, firm and non negotiable instructions in the case of emergencies  
• speaking clearly to be understood, and listening carefully to understand  
• asking questions to gain information, clarify ambiguities and adequately understand requirements  
• asking the right questions to elicit special needs  
• communicating directly with nominated people (such as performers) only as absolutely necessary and according to appropriate protocols  
• rephrasing and repeating back questions, requests and statements to confirm they have been correctly understood  
• empathising with the patron’s situation while upholding venue or |
|             | Learning experiences for the HSC must address: | - An understanding of the procedures required to reconcile a till.  
- An understanding of effective communication skills including:  
- Listening  
- Understanding body language  
- Appropriate speech  
- Accurate relaying of messages  
- Questioning techniques including the technique of active listening  |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>hirer policy (as in the case of denying access to restricted areas)</td>
<td></td>
<td>Learning experiences for the HSC must include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• dealing with patrons and others with patience and courtesy</td>
<td></td>
<td>- An understanding of the cultural diversity, of the Australian population and the significance of cultural values</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cultural awareness may include:</td>
<td></td>
<td>- Identifying and accommodating the characteristics of different demographic and cultural groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• dealing with patrons who have not attended a venue before, and who are unfamiliar with venue customs</td>
<td></td>
<td>- Obtaining assistance from supervisor or team members when cross cultural and other misunderstandings occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• listening accurately to information, requests and instructions spoken with accents, or by people with intellectual disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• rephrasing statements, or speaking slowly and clearly and using plain English, so as to be understood by patrons for whom English is not their first language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• awareness of special needs of people with disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• communicating effectively with patrons when faced with a potential conflict situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• awareness of cultural differences that may give rise to threatening situations (such as differences between nationalities or ethnic groupings within nationalities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• knowing how body language and touch is interpreted by other cultures common in the patronage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Training Package
**MUSIC INDUSTRY (CUS01)**

### Title:
**DEVELOP AND UPDATE MUSIC INDUSTRY KNOWLEDGE**

### Unit Code
**CUSBGE01A**

This unit describes the skills required to develop and maintain current industry knowledge and contacts.

### HSC Indicative Hours:
25

---

<table>
<thead>
<tr>
<th>Methods of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Linkages to other Units</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| Evidence of competency may be obtained through a variety of methods and may include:  
- oral questioning on relevant areas of the industry  
- discussion of the industry and its’ distinguishing features  
- samples of work presented orally or in writing  
- authenticated reports of achievement in relevant courses or training sessions  
- authenticated reports of achievement in relevant artistic or commercial achievement  
- case studies or scenarios as a basis for discussing music industry issues | The following evidence is critical to the judgment of competence in this unit:  
- awareness of the structure of the music industry  
- understanding of customs, rights and obligations in the industry | This unit is core to and may be assessed with other units in the unit banks for Certificate I, II III | This unit of competency must be assessed using:  
- Relevant industry information | Key Terms and Concepts:  
- authenticated reports  
- artistic achievement  
- commercial achievement  
- career pathways  
- support networks  
- industry practitioners  
- industry associations and organisations |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of the industry | • Use relevant sources to learn about the music industry, its sectors, products and organisations  • Apply industry knowledge to identify work opportunities or career pathways | **Variable**  
**Sources of industry may include:**  
**Scope**  
- courses  - industry and specialised magazine  - industry associations and organisations  - relevant unions  - workshops  - businesses  - online music information  - libraries  - music festivals  
- **Variable**  
**Media sources may include:**  
**Scope**  
- newspaper reviews and articles  - other print media  - electronic news media  - internet  - other information sources | **UNDERPINNING KNOWLEDGE AND SKILLS:**  
Assessment may include evidence of the following knowledge and skills:  
- Roles of relevant industry and other organisations  - Roles of practitioners in the industry  - Employment opportunities and pathways in the music industry  - Identifying and using appropriate sources of information  - Seeking feedback and using constructive advice to develop industry knowledge  - Identifying opportunities to develop awareness of the music industry  - Communicating properly with musicians and others  - Awareness of OHS issues relevant to identified work areas in the industry | Learning experiences for the HSC must address:  
- Understanding of the following roles and functions within the Music Industry:  - Artists, Composers, Arrangers, Producers, Crew, Sound Re-enforcement, Lighting, Artists & Repertoire  - Venues, Rehearsal Studios, Recording Studios  - Retail: Musical Instruments, Equipment and Accessories, Products (CD's, sheet music)  - Managers, Lawyers (Copyright, Contracts)  - Live Sound and Recording Engineers (mixing and mastering) |
| 2. Establish and maintain effective industry contacts | • Identify the general role of support networks within the music industry relevant to area or areas of interest  • Identify groups and associations relevant to own existing and potential areas of interest in the music industry  • Seek advice from relevant industry practitioners to assist work and/or career outcomes  • Use contacts with industry practitioners and others to develop the knowledge needed to work in the industry | **Variable**  
**Industry issues may include ongoing characteristics and changes in:**  
**Scope**  
- sectors of the industry  - music products and services  - issues affecting the industry  - OHS  - Taxation  - Insurance  - changes in technology which may have an impact on the industry  
- **Variable**  
**Related industries may include:** | | |

*Entertainment Industry Curriculum Framework (draft) February 2002 CUSBGE01A – Develop and update music industry knowledge*
### Element: Develop and update music industry knowledge

<table>
<thead>
<tr>
<th><strong>Element</strong></th>
<th><strong>Performance Criteria</strong></th>
<th><strong>Range of Variables</strong></th>
<th><strong>Evidence Guide</strong></th>
<th><strong>HSC Requirements and Advice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- entertainment</td>
<td></td>
<td></td>
<td></td>
<td>Knowledge of how to devise flow charts which outline potential career paths within the music industry</td>
</tr>
<tr>
<td>- film and television</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- tourism and hospitality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- retail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Maintain up to date music industry information</td>
<td>• Continuously develop and maintain an easily accessible industry list of contacts that includes people, associations, organizations and relevant contact details</td>
<td></td>
<td>Learning experiences for the HSC must address:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maintain relevant industry information systematically and in an easily accessible form to use as a reference where relevant to learning about and working in the industry.</td>
<td></td>
<td>- Understanding of the importance of industry wide publications in communicating information about the music industry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Understanding of how to contact networks of industry practitioners who can assist in developing and maintaining up-to-date knowledge of specific sectors within the industry</td>
</tr>
</tbody>
</table>

### Key Competencies

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, organising and analysing information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using mechanical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>
**Title:** MOVE AND SET UP INSTRUMENTS AND EQUIPMENT

**Unit Code** CUSSOU01A

**Unit Descriptor:** This unit describes the skills and knowledge required to load and transport instruments and/or equipment to a venue, and set up those instruments at the venue for any production in the cultural industries.

<table>
<thead>
<tr>
<th>Methods of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Linkages to other Units</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| Assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. However, assessment can be undertaken in a closely simulated workplace environment, which reproduces all the elements of a production situation including operating to a production schedule. The simulated assessment event should involve all the team members that would normally participate in a production and the use of current industry standard equipment. | The following evidence is critical to the judgement of competence in this unit:
- safe handling of heavy materials
- ability to follow instructions | combined training delivery and/or assessment may be appropriate with a range of sound and music units including:
- CUSSAF02A follow health, safety and security procedures in the music industry. | There are significant resource implications for the assessment of this unity, as indicated by the range of variables statement. Assessment requires access to a range of up to date equipment listed in the range of variables statement, currently used by the industry. | Key Terms and Concepts:  
- technical crew  
- musical director  
- designated personnel  
- moving devices  
- occupational health & safety principles  
- transit  
- interlock  
- gaffer taping |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan for the safe manual handling of instruments and equipment</td>
<td>• Find out the correct placing of equipment and instruments with performers, head of technical crew and/or musical director as required&lt;br&gt;• Check plans with designated personnel where required before loading in or loading out&lt;br&gt;• Secure moving devices where possible to assist personnel&lt;br&gt;• Check with designated personnel the order in which equipment will be moved where required&lt;br&gt;• Check any special conditions of the job&lt;br&gt;• Find out any likely problems associated with moving and check tasks with all relevant personnel</td>
<td>Variable Instruments and equipment include:&lt;br&gt;• Scope&lt;br&gt;• musical instruments&lt;br&gt;• instrumental accessories, cases and spare parts&lt;br&gt;• sound equipment and cabling&lt;br&gt;• stands&lt;br&gt;• lighting equipment</td>
<td>UNDERPINNING KNOWLEDGE AND SKILLS&lt;br&gt;• Assessment must include evidence of essential knowledge of, and skills in, the following areas:&lt;br&gt;• relevant principles and regulations of occupational health and safety, especially safe lifting&lt;br&gt;• following simple technical cues where relevant&lt;br&gt;• communicating clearly to achieve planned outcomes&lt;br&gt;• working effectively with others&lt;br&gt;• setting priorities&lt;br&gt;• selecting and using available technology appropriate to the task&lt;br&gt;• ensuring the care and security of instruments and equipment</td>
<td>Learning experiences for the HSC must address:&lt;br&gt;- Understanding of how to prepare an inventory of instruments and equipment&lt;br&gt;- Understanding of carrying and loading procedures and guidelines&lt;br&gt;- Understanding of how to prepare instruments/ equipment for packing according to OH&amp;S loading guidelines&lt;br&gt;Understanding of correct communication protocols between relevant personnel to determine any special conditions or requirements</td>
</tr>
<tr>
<td>2. Use clothing and accessories for protection</td>
<td>• Check that a first aid kit is available at all times and check that essential items are always on hand&lt;br&gt;• Wear appropriate clothing to protect the body&lt;br&gt;• Use lifting equipment or accessories where required in accordance with OHS principles</td>
<td>Variable statutory regulations may be:&lt;br&gt;• scope&lt;br&gt;• local&lt;br&gt;• state&lt;br&gt;• federal</td>
<td>Learning experiences for the HSC must address:&lt;br&gt;- Knowledge of correct clothing, accessories and/or equipment required for production in the entertainment industry according to OH&amp;S principles</td>
<td></td>
</tr>
<tr>
<td>3. Load and/or unload a van or truck with equipment</td>
<td>• Check what needs to be packed and pack it to minimise movement in transit, interlock where appropriate&lt;br&gt;• Check that gear is packed in the appropriate order taking account of weight, fragility and unloading requirements&lt;br&gt;• Distribute weight evenly, front to back and left and right</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Entertainment Industry Curriculum Framework (draft)  February 2002  CUSSOU01A - Move and Set up instruments and Equipment
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 4. Move and set up instruments and equipment | - Ensure that instruments, equipment and personnel are protected against damage, loss or injury while they are being moved and set up.  
- Assist with the set up of instruments and equipment according to agreed plans for the safety of players, crew, front of house staff and the public  
- Ensure that all cables are gaffer taped securely in traffic cable areas | - Understanding of how to use appropriate equipment to assist in loading/unloading, including ramps, trolleys, straps. | Learning experiences for the HSC must address:  
- Understanding of how to consult relevant personnel regarding positioning of equipment and set up, assemble, connect and secure equipment, instruments, cabling and accessories | |
| 5. Disassemble sound equipment after use | - Assist with safe de-rigging of equipment  
- Report any lost or damaged equipment to appropriate personnel  
- Store cabling tidily and methodically and check that all equipment is accounted for before packing | - Understanding of how to disassemble, disconnect, secure and store equipment, instruments, cabling and accessories and consult inventory before pack up | Learning experiences for the HSC must address:  
- Understanding of how to consult relevant personnel regarding positioning of equipment and set up, assemble, connect and secure equipment, instruments, cabling and accessories | |

**KEY COMPETENCIES**

**KEY COMPETENCY**

<p>| Collecting, organising and analysing information | 1 |
| Communicating ideas and information | 1 |
| Planning and organising activities | 1 |
| Working with others and in teams | 1 |
| Solving problems | 1 |
| Using mechanical ideas and techniques | 1 |
| Using technology | 1 |</p>
<table>
<thead>
<tr>
<th>Training Package</th>
<th>MUSIC INDUSTRY (CUS01)</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>RECORD SOUND</td>
<td></td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td>CUSSOU04A</td>
<td></td>
</tr>
<tr>
<td><strong>Unit Descriptor:</strong></td>
<td>This unit describes the skills and knowledge required to record sound, using a variety of digital and analogue recording equipment in a studio or on location for a production in the cultural industries.</td>
<td></td>
</tr>
<tr>
<td><strong>HSC Indicative Hours:</strong></td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Linkages to other Units</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| • Assessment may take place on the job, off the job or a mix of both. Off the job assessment must be undertaken in a closely simulated workplace environment. | • Assessment must ensure that a sufficient range of recording circumstances and conditions are covered.  
• The following evidence is critical to the judgement of competence in this unit:  
• technical knowledge of a range of audio recording equipment  
• knowledge and application of relevant OHS practices and legislation | • This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:  
• CUSSAF02A  Follow health, safety and security  
• procedures in the music industry | • There are significant resource implications for the assessment of this unit, as indicated by the range of variables statement.  
• Assessment requires access to a range of equipment listed in the range of variables statement currently used by the industry | Key Terms and Concepts:  
- production requirements  
- performers requirements  
- occupational health and safety practices  
- signal processing  
- copyright regulations  
- intellectual property  
- post production |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Prepare to record sound | • Ensure that equipment, accessories and all components are in good condition and working order and meet production requirements  
• Set up, connect and align equipment and cabling according to safety regulations and production requirements  
• Conduct sound check and test the recorded line-up to ensure the level, frequency, signal to noise ratio meets required standards  
• Rectify any faults/problems and/or refer to the appropriate personnel prior to commencement of production  
• Ensure that all documentation and labelling is accurate, legible and up to date, meets with production requirements | Variable  
Audio equipment includes:  
• Scope  
• digital and analogue recording devices  
• amplifiers  
• equalisers  
• mixers – mono, stereo  
• mixing console  
• CD player/burner  
• DAT recorder  
• reel to reel hard disc recorder  
• mini disc recorder/player  
• DVD  
• computer technology and associated software | • UNDERPINNING KNOWLEDGE AND SKILLS  
• Assessment must include evidence of essential knowledge of, and skills in, the following areas:  
• knowledge of principles and practice of sound  
• operational knowledge of a range of microphones  
• sound equipment and technical knowledge  
• critical listening and aural discrimination  
• communication skills  
• knowledge of occupational health and safety practices | Learning experiences for the HSC must address:  
- Understanding of correct microphone placement for required effect  
- Selection of appropriate microphones, recording devices and recording media for a range of purposes  
- Understanding of how to prepare equipment for recording: mic stands, mics, cabling, recorder, amplifier, headphones, foldback, speakers, peripherals |
| 2. Record Sound | • Ensure that run up time is sufficient to allow stable sound recording  
• Equalise sound for optimal quality  
• Apply appropriate signal processing  
• Monitor the sound recording for quality, audible defects and extraneous background sound throughout the production and communicate defects immediately to relevant personnel to enable defects to be rectified  
• Ensure that background sound levels are consistent and suitable for any post production should this be necessary  
• Deal with problems promptly and effectively throughout the sound recording process either autonomously or by communicating to relevant personnel as required  
• Comply with copyright regulations as appropriate | Variable  
Microphones includes:  
• Scope  
• shotgun  
• dynamic  
• condenser  
• PZM (pressure zone microphone)  
• Lapel | Learning experiences for the HSC must address:  
- Understanding of the variety of microphone types, recording devices, recording media and peripheral components, their uses and characteristics in a recording session  
- Understanding of Line Level, Mic Level and Gain Structure in a recording session  
- Understanding of the signal chain in a recording session, and ability to replay recorded signals for relevant personnel  
- Understanding of need for compliance with appropriate copyright regulations |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Variable</td>
<td>Relevant personnel may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scope</td>
<td>producers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>directors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>artists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>broadcasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>performers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>program managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>other technical staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>other specialist staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variable</td>
<td>Relevant production requirements may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scope</td>
<td>duration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>style</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>deadlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>location</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>contractual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>intellectual property</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>copyright</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>direct quotes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>attributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variable</td>
<td>Communication tasks may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>verbal fault</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>notes on faults and problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variables</td>
<td>Material to be read and/or interpreted may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>production schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>track sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>organisation standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>occupational health and safety requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>text requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>performers’ requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Variables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Working environments may include:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>recording studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sound stage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>location/site</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>continuity/network control point</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>post-production area/dubbing theatre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, organising and analysing information</td>
<td>2</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>2</td>
</tr>
<tr>
<td>Using mechanical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>
### Training Package
MUSIC INDUSTRY (CUS01)

### Title:
EDIT SOUND USING ANALOGUE SYSTEMS

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Descriptor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSSOU07A</td>
<td>This unit describes the skills and knowledge required to edit sound in an analogue format for a production in the cultural industries</td>
</tr>
</tbody>
</table>

| HSC Indicative Hours: | 20 |

#### Methods of Assessment
Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a simulated workplace environment. Assessment methods must include observation of a practical demonstration. Direct observation may need to occur on more than one occasion to establish consistency of performance. Methods

#### Critical aspects of Evidence
The following evidence is critical to the judgement of competence in this unit:

- Ability to use a range of editing equipment

#### Linkages to other Units
This unit may be delivered and/or assessed with the following units:

- CUSSOU12A Edit sound using digital systems
- CUSSOU10A De-noise soundtracks
- CUSSOU06A Lay soundtracks
- CUSSOU09A Mix sound sources

#### Resource Requirements
Assessment requires access to a range of equipment listed in the range of variables statement, currently used by the industry.

#### Key Terms and Concepts
- Production requirements
- Analogue sound editing equipment
- Dubbing
- Cutting and splicing
- Equalisation
- Occupational health & safety requirements
- Organisational procedures
- Sound sequences
- Commercial feasibility
- Mechanical edits
- Acceptable conventions
- Agreed format
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 1. Determine production requirements | • Discuss creative and practical considerations with relevant personnel to confirm production requirements  
• Discuss suitable analogue sound editing equipment requirements with the relevant personnel and document as required  
• Discuss the format and materials required for the edit with relevant personnel and document as required  
• Obtain equipment and accessories if necessary, and ensure consistency with the production requirements | Variable  
Types of analogue editing may include:  
Scope  
• dubbing  
• cutting and splicing | UNDERPINNING KNOWLEDGE AND SKILLS  
Assessment must include evidence of essential knowledge of, and skills in, the following areas:  
• knowledge of sound editing  
• sound editing conventions  
• knowledge of audio terminology  
• understanding of special effects  
• knowledge of functions/operations of sound mixing consoles  
• knowledge of and ability to operate signal processing and effects devices  
• basic knowledge of acoustics  
• knowledge of varied characteristics of sound in a range of environments  
• ability to balance tone colour by equalisation  
• knowledge of relevant OHS requirements, in particular safe noise levels  
• knowledge of types of signal distortions  
• interpreting sound documentation and plans  
• identifying typical faults that may occur in editing  
• knowledge of relevant computer technology | Learning experiences for the HSC must address:  
- Understanding of how to consult relevant personnel to determine production requirements  
- Understanding of relevant documentation including but not limited to track sheets, copyright, clearance etc.  
- Understanding of use of track sheets and other relevant documentation  
- Knowledge and skill in conducting sound checks on pre-recorded materials to ensure quality prior to editing  
- Understanding of how to develop a report on the suitability of pre-recorded material and editing equipment for production requirements |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>Types of productions and programs may include:</td>
<td>Scope</td>
<td>Series of sound sources to be edited</td>
<td>to assess the application of essential underpinning knowledge may include:</td>
</tr>
<tr>
<td>Variable</td>
<td>Production requirements may include:</td>
<td>Scope</td>
<td>Series of sound sources to be edited</td>
<td>- work samples or simulated workplace activities</td>
</tr>
<tr>
<td>Variable</td>
<td>Equipment may include:</td>
<td>Scope</td>
<td>Series of sound sources to be edited</td>
<td>- oral questioning/interview</td>
</tr>
<tr>
<td>2. Prepare materials and equipment for analogue audio editing</td>
<td>- Set up equipment appropriate to the production brief</td>
<td>Series of sound sources to be edited</td>
<td>- projects/reports/logbooks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Check editing equipment for adequate function according to safety and organisational procedures</td>
<td>Series of sound sources to be edited</td>
<td>- third party reports and authenticated prior achievements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Check noise reduction requirements</td>
<td>Series of sound sources to be edited</td>
<td>- portfolios of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Check that transfers and/or auto load of source material are completed</td>
<td>Series of sound sources to be edited</td>
<td>Learning experiences for the HSC must address:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- List all sound sequences to be used in the production</td>
<td>Series of sound sources to be edited</td>
<td>- Understanding of how to select appropriate equipment to be used in analogue audio edit including justification of selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify and schedule all source materials of sound sequences</td>
<td>Series of sound sources to be edited</td>
<td>- Knowledge of test equipment requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Series of sound sources to be edited</td>
<td>Series of sound sources to be edited</td>
<td>- Understanding of how to prepare Edit Sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Series of sound sources to be edited</td>
<td>Series of sound sources to be edited</td>
<td>- Understanding of how to make a complete and accurate back-up copy of all sound source material to be edited</td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 3. Locate and mark edit points | • Select edit points that are appropriate for the purpose of the material and the production requirements  
  • Identify and mark edit points accurately and in accordance with organisational and production procedures  
  • Accurately identify and determine any foreseen difficulties that may prevent the edit from being completed and propose suitable solutions where possible  
  • Incorporate a dub edit when existing material is not adequate for production requirements or when an edit is not commercially feasible or technically possible | Variable  
Consumables may include:  
Scope  
• magnetic tape  
• leader  
• splicing tape  
• marking pens  
• china graph pencils  
• cotton gloves  
Variable  
Source material may include:  
Scope  
• audio recording  
• dialogue  
• effects  
• music  
• atmosphere  
• foley | Learning experiences for the HSC must address:  
- An understanding of dub-editing and “destructive” editing procedures  
- Understanding of how to use appropriate materials to locate and mark edit points on master tape |
| 4. Perform and assess edit | • Ensure that the edit meets technical, creative and production requirements  
  • Ensure that mechanical edits executed are precise, clean, free from unwanted magnetism, and are cut at a suitable angle  
  • Identify, label and securely store trims and other source material, in accordance with organisational and/or production requirements  
  • Check that selection, presentation and use of all individual soundtrack including leader, line up of tones and sync pips follow acceptable conventions | Variable  
Relevant personnel may include:  
Scope  
• artists  
• producers  
• directors  
• editors  
• program managers  
• broadcasters  
• performers  
• other technical staff  
• other specialist staff  
• other editing personnel | Learning experiences for the HSC must address:  
- Observation and opportunities to dub edit and/or cut and splice (tape) edit several editing procedures to ensure understanding of appropriate methods and techniques  
- Understanding of how to play back and make copies of edited audio and assess suitability of edit to production requirements |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
|         | • Identify the leader and ensure all marking and labelling is accurate and legible according to production requirements  
|         | • Ensure that all other documentation is accurately updated and readily accessible in an agreed format  
|         | • Ensure that any waste is disposed of in consideration of occupational health and safety requirements | | | - Understanding of how to consult relevant personnel to determine suitability of edit and re-do edit if required |

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, organising and analysing information</td>
<td>1</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>2</td>
</tr>
<tr>
<td>Using mechanical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>
# Training Package
**MUSIC INDUSTRY (CUS01)**

## Title:
**USE AND ADAPT TO CHANGES IN TECHNOLOGY**

### Unit Code
**CUSGEN01A**

### Unit Descriptor:
This unit describes the skills and knowledge required to evaluate and adapt to a variety of technological changes within the cultural industries.

This knowledge underpins effective performance in all sectors and applies to all people working in these industries.

### HSC Indicative Hours:
5

### Methods of Assessment
Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

### Critical aspects of Evidence
- This unit of competence applies to a range of cultural industries. The focus of assessment will depend on the industry involved. Assessment must be contextualised/tailored to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment would only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.
- Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry involved i.e. music, film and television, radio or multimedia.
- For generic pre-vocational training, organisations should provide training, which is tailored to meet the needs of the particular industry. It is intended that participants will gain a breadth of industry knowledge, encompassing the full range of industry contexts, with no bias towards individual industry specialisations.

The following evidence is critical to the judgement of competence in this unit:
- demonstration of knowledge of new technology

### Linkages to other Units
This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and technical units

### Resource Requirements
Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.

Workplace based assessment should utilise the range of materials current and relevant to that workplace environment. Simulated workplace activities must be undertaken using an appropriate range of relevant and current material to the industry

### Key Terms and Concepts:
- technological change
- current work practices
- upgrading skills
<table>
<thead>
<tr>
<th>Methods of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Linkages to other Units</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• incorporation of appropriate new technology into current work practices to achieve most effective outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
<td>HSC REQUIREMENTS AND ADVICE</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 1. Evaluate information about new technology | Where necessary seek information about the current technological changes that apply to the relevant industry. Evaluate the information according to the impact it will have on effective work performance within the industry, including information about:  - changes in any type of equipment or technology used within the industry  - likely effects of new technology on current work practices  - ways of upgrading skills to include the use of new technology | **Variable**  
*Information about the new technology may be obtained from the following sources:*  
**Scope**  
- electronic media  
- reference books  
- libraries  
- industry associations and organisations  
- industry journals  
- publications - newsletters, magazines, bulletins and letters  
- computer data, including internet  
- induction kits  
- organisational policies, procedures and journals  
- OHS laws, regulations, journals  
- personal observations and experience  
- discussions with current industry practitioners | **UNDERPINNING KNOWLEDGE AND SKILLS**  
Assessment must include evidence of essential knowledge of, and skills in, the following areas:  - the ability to access information about new technology  - basic research skills  - identification of relevant information  - questioning techniques to obtain information  - sorting and summarising information  
ability to undertake training in new technology and incorporate the use of new technology into current work practices | Learning experiences for the HSC must address:  - An understanding of the effects of technological developments on equipment and work practices in the music industry  - An understanding of how to source information across a range of media within the industry in order to keep information about technological developments current |
| 2. Adapt to changes in the new technology | - When required, undertake appropriate training of new technology to improve work practices  
- Read any relevant documentation that will assist in the practice of use of the new technology  
- When required, select appropriate equipment that is suitable for the specific uses defined by the new technology  
- Implement the new technology in current work practices | - discussions with manufacturers – technical and sales personnel  
- specialist technical publications  
- manufacturers’ handbooks, manuals promotional material | **Variable**  
*Industries incorporating new technology may include:*  
**Scope**  
- music  
- film  
- television  
- radio  
- interactive multi-media  
- entertainment  
- arts | Learning experiences for the HSC must address:  - knowledge of how to access appropriate training when new technologies impact on work practices within the industry |
3. Update knowledge of new technology

- Continually apply informal and/or formal research to update knowledge of any subsequent new technologies that may impact on work practices
- Monitor current changes in technology and implement those changes when required
- Share updated knowledge with colleagues as appropriate, and incorporate information into day-to-day work activities

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>New technology may include:</td>
<td>replacement of analogue systems with digital systems</td>
<td>Knowledge of how to develop a file of current information on new technology, including examples from:</td>
<td>- Advertising - Journals - Magazines - Internet sites - Industry Associations - Manuals - Workshops - Networks - Software/Hardware version updates - Masterclasses</td>
</tr>
<tr>
<td>Scope</td>
<td>video editing software</td>
<td>Awareness of technological developments in Music Software packages</td>
<td></td>
</tr>
<tr>
<td>music production software and equipment</td>
<td>sound editing software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>camera equipment</td>
<td>sound equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>projection equipment</td>
<td>computer technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>KEY COMPETENCY</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, organising and analysing information</td>
<td>3</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>2</td>
</tr>
<tr>
<td>Using mechanical ideas and techniques</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>