



Australian Government

CUASET301 Construct soft scenery

Release: 2

CUASET301 Construct soft scenery

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to construct cloth-based set items, such as legs and borders for productions in the screen, media, entertainment and events industries.

At this level, individuals are required to use some discretion and judgement and operate under broad supervision within an established framework of plans and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Visual communication - sets

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for soft scenery construction	1.1 Confirm soft scenery requirements with relevant personnel and with reference to set plans 1.2 Select materials for soft scenery according to production requirements 1.3 Calculate quantities of required materials, avoiding waste where possible 1.4 Select equipment and tools according to materials being used

	and type of soft scenery being constructed
2. Undertake construction activities	<p>2.1 Use a range of techniques to construct soft scenery elements</p> <p>2.2 Complete the construction process in a logical sequence within agreed timeframes</p> <p>2.3 Follow safety procedures throughout the construction process according to organisational requirements</p> <p>2.4 Work cooperatively with team members to ensure work efficiency and quality of soft scenery</p>
3. Complete soft scenery construction tasks	<p>3.1 Seek feedback on work in progress and adjust techniques and approach as required</p> <p>3.2 Promptly identify problems and take action within scope of own responsibility</p> <p>3.3 Complete workplace documentation as required</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1	<ul style="list-style-type: none"> Seeks the views of others in order to improve own technique
Reading	1.1	<ul style="list-style-type: none"> Obtains information from written sources
Oral communication	1.1, 2.4, 3.1, 3.2	<ul style="list-style-type: none"> Obtains information by listening and questioning
Numeracy	1.3	<ul style="list-style-type: none"> Performs calculations and takes measurements
Navigate the world of work	1.2, 1.4, 2.3, 3.2	<ul style="list-style-type: none"> Follows workplace protocols and safety procedures Understands and completes main tasks and responsibilities, within the boundaries of own role
Interact with others	1.1, 2.4, 3.1, 3.2	<ul style="list-style-type: none"> Works collaboratively
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> Adopts a methodical and logical approach to the process of constructing soft scenery Plans and organises own workload,

		<p>sequencing and combining work tasks for greater efficiency</p> <ul style="list-style-type: none"> • Meets work deadlines • Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts • Understands when to take responsibility and when to notify others
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUASET301 Construct soft scenery (Release 2)	CUASET301 Construct soft scenery (Release 1)	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>