Australian Government

Department of Education, Employment and Workplace Relations

CUASTA301A Assist with production operations for live performances

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CUASTA301A Assist with production operations for live performances

Modification History

Version	Comments
CUASTA301A	This version first released with *CUA11 Live Performance Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist with a broad range of tasks associated with technical and staging aspects of live performances.

Application of the Unit

Individuals working in technical and staging support roles for live performances apply the skills and knowledge outlined in this unit. At this level, performances would usually be those staged by performing arts schools or amateur theatre companies in community venues. Individuals undertaking this role would be required to use some discretion and judgement and operate within an established framework of plans and procedures. They would be supervised by personnel experienced in lighting, sound, staging and vision systems.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Develop an understanding of the production staging process	1.1. Discuss with *relevant personnel* the role of a production assistant and content found in *event staging plans* 1.2. Develop understanding of resources and equipment used in productions 1.3. Clarify OHS and regulatory requirements that apply to live productions 1.4. Become familiar with the roles and responsibilities of key production personnel
2. Prepare for live performances	2.1. Clarify key aspects of *staging information* with relevant personnel 2.2. Check the condition of materials, equipment and accessories to determine whether repairs or modifications are required 2.3. Organise repairs or modifications according to enterprise procedures and in a timely manner 2.4. Use *appropriate equipment and tools* to assist with repairs and modifications as required 2.5. Assist with *setting up* venues in line with production requirements
3. Assist with production operations during and after performances	3.1. Within own level of responsibility anticipate potential *operational problems* and take appropriate *action to mitigate* 3.2. Ensure *OHS procedures* are integrated into work activities and *risk-management issues* are addressed 3.3. Undertake work activities in ways that minimise the *environmental impact* of operations 3.4. Complete workplace *documentation* as required 3.5. Participate in bump-out operations
4. Participate in production debriefs	4.1. Contribute to reviews of production operations aimed at identifying factors affecting the efficiency of processes and procedures 4.2. Provide input into discussions on ways to improve productions operations 4.3. Seek feedback on own performance and note areas for future improvement

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
    - interpret production documentation, including work plans
    - discuss work requirements with production personnel
- initiative and enterprise skills to contribute ideas about improving production processes and procedures
- learning skills to become familiar with technical aspects of staging productions
- problem-solving skills to anticipate and respond to production and operational problems
- planning and organising skills to:
    - contribute to a work plan that takes into account a number of variables
    - organise production resources in a timely fashion
- self-management skills to:
    - prioritise work tasks
    - follow OHS procedures in relation to:
        - manual-handling techniques
        - electrical equipment
- teamwork skills to work collaboratively with others involved in staging live productions
- technical skills to:
    - use hand and power tools effectively and safely
    - apply paints and adhesives effectively and safely.

Required knowledge

- well-developed knowledge of:
    - bump-in and bump-out procedures
    - stage and production terminology
    - staging elements
    - differing potentials of a range of indoor and outdoor performance spaces
    - issues and challenges that can arise in the context of assisting with production operations
    - OHS principles and procedures in relation to staging live productions, such as:
        - safe manual handing
        - working with electrical equipment
        - emergency procedures
- overview knowledge of:
    - audio equipment, such as:
        - effects of environment on audio equipment
        - fault detection procedures
        - legal and licensing issues related to repair and maintenance of audio equipment
        - maintenance needs and schedules
        - meaning and use of electrical terminology

- staging, such as:
    - basic set assembly
    - common stage machinery
    - methods of tying cloths, tabs and drapes
    - signals and other communication devices used when operating stage machinery
    - variety of knots
- props, such as:
    - properties and application of commonly used adhesives and paints
    - properties and application of commonly used materials
    - safety and environmental issues associated with prop construction
    - scope of items that may be constructed
    - commonly used tools and equipment
- lighting, such as:
    - colour recognition
    - general features of differing light sources
    - relationship between lighting and other production operations
    - special requirements for automated light systems
    - legal, security and risk-management issues relevant to staging live performances.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • use correct and safe techniques to make simple alterations to staging elements • work effectively in a performance production team • solve production operation problems within scope of responsibilities • provide efficient and safe assistance with production operations within scope of responsibilities • contribute to analysis of productions • suggest ways of improving production operations.
Context of and specific resources for assessment	Assessment must ensure: • access to work on live performance productions • interaction with others in a work team • presence of realistic time constraints for completion of work activities • access to required tools and equipment • access to a range of staging machinery and equipment • access to a range of lighting and audio equipment • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence • third-party workplace reports of on-the-job performance • evaluation of tasks completed during bump-in and bump-out • verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit • direct observation or video recording of candidate assisting with production operations. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups

	(e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSOHS301A Follow occupational health and safety procedures.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant personnel may include:	• floor manager • head of department • manager • mechanist • producer • production manager • props and sets personnel • stage hand • stage manager • supervisor • technical director • other technical or specialist staff.

Event staging plans may include:	• choreography or performance plans
	• lighting plans
	• list of resources required, such as:
	   • props
	   • scenery
	   • sets
	   • lighting
	   • audio
	• OHS requirements
	• roles and responsibilities of personnel
	• time-line scripts
	• sound plans
	• stage plans
	• technical specifications, such as:
	   • budget records
	   • costing sheets
	   • equipment
	   • lighting
	   • performance standards
	   • regulatory requirements
	   • sound equipment

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	• theme-related requirements • venues.

Resources and equipment may include:	• framed scenery, such as:
	   • doors
	   • flats
	   • profiles
	   • windows
	• furniture and other set items
	• lighting equipment, such as:
	   • architectural fixtures, such as wall lights
	   • cables
	   • cyclorama lights
	   • ellipsoidal profile
	   • floods
	   • fresnels
	   • lighting desk
	   • parabolic aluminised reflector (PAR) lamps
	   • pebbled convex (PC) lamps
	   • profile
	   • snoots
	• non-weight bearing scenery, such as:
	   • columns
	   • trees
	• staging, such as:
	   • revolves
	   • fly tower
	   • traps
	• sets, props and scenic art
	• soft scenery, such as:
	   • borders
	   • canvas legs
	   • cloths
	   • cycloramas
	   • backdrops
	• sound equipment, such as:
	   • audio mixing consoles
	   • cables
	   • input source equipment
	   • loudspeakers

	- trucks - visual display equipment - weight-bearing scenery, such as: - ramps - rostrums - steps - flats - flown pieces - models - props, such as: - cable controlled props - costume props - electronically controlled props - hand props - mechanised props - pneumatically controlled props.
Staging information may relate to:	- attendance numbers - costumes - event or production time lines - props - sets - technical production, such as: - lighting - sound - audiovisual - venue or stage set-up.
Appropriate equipment and tools may include:	- materials relevant to the tasks of repair, alteration or development of: - lighting - props - scenery - sets - sound - staging - personal safety equipment - plant equipment - power sources - power tools - spray rooms - work benches.

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Setting up may involve:	• working with technicians • working with venue staff • running cables • moving equipment • assisting with stage or equipment set-up.
Operational problems may include:	• client dissatisfaction • delays • equipment breakdown • inadequate supplies • non-arrival of key talent • running repairs.
Action to mitigate may include:	• explanations to client • notification to supplier • referral to producer or director • referral to supervisor or technician • repairs.
OHS procedures may relate to:	• electrical safety • ensuring clear access routes • food safety • identifying potential hazards • personal hygiene • restricting access.
Risk-management issues may relate to:	• audience behaviour • crowd control • security • service quality.

Environmental impact may relate to:	• managing waste
	• recycling
	• reducing:
	    • dust
	    • energy consumption
	    • noise
	    • water usage.

Documentation may include:	• attendance lists • checklists • equipment labelling • fault reports • running sheets.

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Unit Sector(s)

Performing arts - staging

Custom Content Section

Not applicable.