



**Australian Government**

# **CUASET401 Make sets**

**Release: 2**

## CUASET401 Make sets

### 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 use a range of techniques to construct elements for sets in productions in the screen, media, entertainment and events industries.

Individuals who apply these skills work autonomously in a team environment as they take responsibility for ensuring that the construction of set elements meets the creative requirements of productions. They may be responsible for supervising others.

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 set construction	1.1 Confirm set construction requirements in consultation with relevant personnel and with reference to production documentation 1.2 Discuss visual interpretation of production requirements and ways in which they could be realised 1.3 Reach agreement on scope of own work and construction deadlines

	<p>1.4 Take measurements for set elements and amend scale drawings as required</p> <p>1.5 Prepare equipment, tools and materials according to design specifications and construction techniques to be used</p>
2. Construct set elements	<p>2.1 Construct set elements in a logical order and within production timelines</p> <p>2.2 Follow safety procedures during the construction process according to organisational requirements</p> <p>2.3 Participate in ongoing trials to establish the best results, determine the effect of lighting and solve problems that arise during the construction phase</p> <p>2.4 Identify different approaches that could enhance the final outcome and incorporate them into work processes</p> <p>2.5 Label and code partially finished set elements for identification during the construction phase</p>
3. Finalise set construction	<p>3.1 Complete fireproofing according to relevant state/territory health and safety legislative requirements</p> <p>3.2 Liaise with relevant personnel to check set elements for accuracy and compliance with design and construction specifications</p> <p>3.3 Adjust set elements to take account of feedback and discussions, and update documentation as required</p> <p>3.4 Store sets according to organisational procedures and in ways that avoid loss or damage</p> <p>3.5 Clean, maintain and store tools, equipment and materials according to workplace and safety requirements</p> <p>3.6 Contribute to evaluations of set construction processes and note ways to improve own work performance</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	3.6	<ul style="list-style-type: none"> <li>Seeks the views of others to identify ways to improve own performance</li> </ul>

Reading	1.1, 1.4	<ul style="list-style-type: none"> <li>Interprets production documentation in relation to own duties</li> </ul>
Writing	1.4, 2.5, 3.3, 3.6	<ul style="list-style-type: none"> <li>Completes and amends workplace documentation and drawings</li> </ul>
Oral communication	1.1, 1.2, 1.3, 2.3, 3.2, 3.3, 3.6	<ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> <li>Uses clear language to contribute information and express requirements</li> </ul>
Numeracy	1.4	<ul style="list-style-type: none"> <li>Performs calculations and takes measurements in relation to constructing set elements</li> </ul>
Navigate the world of work	1.2, 1.3, 2.2, 3.1, 3.2, 3.4, 3.5	<ul style="list-style-type: none"> <li>Takes responsibility for meeting health and safety requirements in relation to making sets within scope of own role</li> <li>Applies organisational procedures and meets expectations associated with own role</li> </ul>
Interact with others	1.1, 1.2, 1.3, 2.3, 3.2, 3.3, 3.6	<ul style="list-style-type: none"> <li>Works collaboratively to achieve shared goals</li> </ul>
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> <li>Adopts a methodical and logical approach to the construction of sets</li> <li>Plans and organises own workload to meet timelines</li> <li>Makes decisions related to own role and takes responsibility for their outcomes</li> <li>Uses the outcome of workplace trials to adapt set construction approach to achieve the best result</li> <li>Is open to new ideas and their potential to improve work processes</li> <li>Uses standard word processing applications to update production documentation</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUASET401 Make sets (Release 2)	CUASET401 Make sets (Release 1)	Updated assessment conditions section. Updated	Equivalent unit

<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
		modification history section to reflect changed name of training package.	

## Links

Companion Volume implementation guides are found in VETNet -

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