



Australian Government

CUE03 Entertainment Training Package

Release: 3.2

CONTENTS

CUE03 Entertainment Training Package	16
Preliminary Information	17
History	17
Overview	18
Historical and General Information	23
Introduction to the Industry	24
Mapping to Previous Training Package	25
Qualifications Framework	35
Whole of Industry Qualification Information	41
List of AQF Qualifications	42
Qualification Pathways	44
List of all units in CUE03 Entertainment Training Package	46
Skill Sets	61
Employability Skills	61
Assessment Guidelines	62
Competency Standards	74
Appendices	80
CUE20103 Certificate II in Live Production, Theatre and Events	98
CUE30203 Certificate III in Live Production, Theatre and Events (Technical Operations)	105
CUE30303 Certificate III in Venues and Events (Customer Service)	111
CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)	117
CUE40403 Certificate IV in Venues and Events (Customer Service)	125
CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)	132
CUE50403 Diploma of Venues and Events	143
CUE60103 Advanced Diploma of Design for Live Production, Theatre and Events	150
CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production)	159
CUE60303 Advanced Diploma of Stage Management	167
CUE60403 Advanced Diploma of Venues and Events	175
CUEAUD01C Repair and maintain vision systems	184
CUEAUD02C Prepare, rig, test and modify vision systems	192
CUEAUD03C Operate vision systems	200
CUEAUD04C Develop vision system installation plans	208
CUEAUD06B Apply a general knowledge of vision systems to work activities	216
CUECIN01C Receive and assemble film	222
CUECIN02C Prepare film for screening	230
CUECIN03C Screen the film	236
CUECIN04C Prepare film for dispatch	243
CUECIN05C Maintain projection equipment	249
CUECOR01C Manage own work and learning	256
CUECOR02C Work with others	262
CUECOR03B Provide quality service to customers	269
CUECOR04B Deal with conflict and resolve complaints	276
CUECOS02C Apply art finishing	282
CUECOS09B Develop and apply knowledge of costume	288
CUECOS10B Make period costumes	293
CUECOS11B Make character costumes	300
CUECOS12B Make costumes for dance and physical theatre	307
CUECOS13B Create theatrical millinery	314

CUECOS14B Construct hard and soft sculptured costume accessories.....	320
CUECOS15B Construct hard and soft sculptured specialised costumes.....	327
CUECOS302A Dress performers	333
CUECOS303A Modify, repair and maintain costumes	340
CUECOS405A Coordinate costume manufacture	347
CUEDES04B Establish and refine a brief	356
CUEDES05B Manage design realisation	364
CUEEVT03B Integrate knowledge of creative and technical production into management processes	371
CUEFIN01C Develop a budget	377
CUEFIN02C Manage a budget	384
CUEFIN03C Obtain sponsorship	390
CUEFOH03C Provide seating and ticketing advice	397
CUEFOH04C Usher patrons	404
CUEFOH06C Manage venue services.....	411
CUEFOH07B Process financial transactions	418
CUEFOH08B Process incoming customer orders.....	425
CUEFOH09B Provide venue information and assistance	431
CUEFOH10B Monitor entry to a venue	438
CUEFSH01B Identify and manage safety and health requirements at an outdoor fireworks display.....	444
CUEFSH02B Operate an outdoor fireworks display.....	452
CUEFSH03B Plan an outdoor fireworks display.....	462
CUEIND01D Source and apply entertainment industry knowledge.....	470
CUEIND02B Research and evaluate theatrical references to inform industry practice...	477
CUEIND03B Integrate accessibility principles into work practices.....	483
CUELGT07C Record and operate lighting using advanced techniques.....	489
CUEMAR01C Assist with marketing.....	496
CUEMAR02C Undertake market research.....	502
CUEMAR03C Undertake marketing activities	508
CUEOHS01C Implement workplace health, safety and security procedures	514
CUEOHS02C Establish and maintain a safe and secure workplace.....	523
CUEPMT11B Manage the production process	533
CUEPRP02B Research, obtain and prepare props.....	541
CUEPRP03B Apply a general knowledge of props construction	547
CUEPRP04B Use casting and moulding techniques to make props.....	553
CUEPRP05B Make prop furniture	559
CUEPRP06B Construct mechanical props.....	565
CUEPRP07B Make props using mixed media	571
CUEPRP501A Conceive, develop and realise prop designs.....	579
CUESCE04C Use research, innovation and experimentation to produce scenic art.....	589
CUESCE05B Apply a general knowledge of scenic art	596
CUESCE06B Use scenic art painting techniques.....	602
CUESCE07B Create special effects for scenic art.....	608
CUESCE08B Realise scenic art designs.....	614
CUESET04C Use research, innovation and experimentation to create props	622
CUESET05C Apply set construction techniques	629
CUESET07C Use research, innovation and experimentation to create sets.....	635
CUESET09B Construct soft scenery	642
CUESET10B Construct mechanical sets	648
CUESET11B Develop set construction plans to meet design requirements	654
CUESET17B Develop props construction plans to meet design requirements	662
CUESET302A Make sets.....	669

CUESET501A Conceive, develop and realise set designs.....	678
CUESMT05C Stage manage the production/event.....	689
CUESMT06C Plot technical requirements from scores.....	698
CUESMT08B Call the production/event	705
CUESMT09B Plot and rehearse cues.....	711
CUESMT10B Organise and facilitate rehearsals.....	718
CUESMT11B Create, update and use production reference documents.....	727
CUESMT12B Analyse performance outline/script.....	734
CUESOU01C Repair and maintain audio equipment.....	740
CUESOU03C Operate professional audio equipment.....	748
CUESOU04C Mix live audio.....	755
CUESOU07B Apply a general knowledge of audio to work activities	762
CUESOU08B Select and manage microphone and other audio input sources.....	769
CUESOU09B Manage and compile audio replay material	775
CUESOU10B Operate wireless audio equipment	781
CUESOU11B Set up and operate stage monitor systems.....	789
CUESOU12B Set up and operate audio system control networks	797
CUESOU13B Specify, install and operate audio for an outdoor event.....	803
CUESTA01C Install staging elements.....	810
CUESTA02C Operate staging elements.....	817
CUESTA03C Operate flying systems.....	823
CUESTA05C Apply a general knowledge of staging to work activities.....	830
CUESTA06B Apply a general knowledge of theatrical rigging.....	836
CUETEM01C Coordinate production operations	842
CUETEM03C Establish and manage production requirements and resources.....	849
CUETEM06B Organise and monitor bump in/bump out.....	856
CUETEM07B Tour the production.....	862
CUETEM08B Realise productions.....	870
CUETEM09B Manage diversity	877
CUETGE05C Maintain physical production elements.....	883
CUETGE15B Handle physical elements during bump in/bump out	889
BSBADM405B Organise meetings	895
BSBADM502B Manage meetings	902
BSBCMM201A Communicate in the workplace.....	910
BSBCMM401A Make a presentation.....	916
BSBCON401A Work effectively in a business continuity context	923
BSBCON601A Develop and maintain business continuity plans	932
BSBCON701A Establish and review the business continuity management framework and strategies	945
BSBCRT501A Originate and develop concepts	953
BSBCRT601A Research and apply concepts and theories of creativity	962
BSBCUS501A Manage quality customer service	970
BSBDES302A Explore and apply the creative design process to 2D forms.....	975
BSBDES303A Explore and apply the creative design process to 3D forms.....	982
BSBDES402A Interpret and respond to a design brief	989
BSBDES403A Develop and extend design skills and practice	997
BSBDES501A Implement design solutions.....	1004
BSBDES502A Establish, negotiate and refine a design brief.....	1011
BSBDES601A Manage design realisation.....	1019
BSBDES602A Research global design trends.....	1026
BSBDES701A Research and apply design theory	1033
BSBDIV301A Work effectively with diversity	1040
BSBFIA302A Process payroll	1046

BSBFIA303A Process accounts payable and receivable.....	1053
BSBFIA304A Maintain a general ledger	1062
BSBFIA401A Prepare financial reports	1068
BSBFIA402A Report on financial activity.....	1074
BSBFIM502A Manage payroll.....	1082
BSBHRM402A Recruit, select and induct staff.....	1090
BSBINM301A Organise workplace information	1096
BSBINM501A Manage an information or knowledge management system	1103
BSBINN501A Establish systems that support innovation.....	1110
BSBINN502A Build and sustain an innovative work environment.....	1118
BSBIPR501A Manage intellectual property to protect and grow business	1126
BSBIPR601A Develop and implement strategies for intellectual property management.....	1136
BSBITU201A Produce simple word processed documents	1145
BSBITU202A Create and use spreadsheets	1153
BSBITU301A Create and use databases	1161
BSBITU302A Create electronic presentations	1168
BSBITU306A Design and produce business documents.....	1176
BSBITU307A Develop keyboarding speed and accuracy.....	1183
BSBITU309A Produce desktop published documents.....	1188
BSBITU402A Develop and use complex spreadsheets.....	1195
BSBLED501A Develop a workplace learning environment.....	1203
BSBMGT502B Manage people performance	1210
BSBMGT515A Manage operational plan.....	1217
BSBMGT516A Facilitate continuous improvement	1224
BSBMGT616A Develop and implement strategic plans.....	1229
BSBMGT617A Develop and implement a business plan.....	1235
BSBMKG413A Promote products and services.....	1241
BSBMKG501B Identify and evaluate marketing opportunities.....	1248
BSBMKG608A Develop organisational marketing objectives.....	1255
BSBMKG609A Develop a marketing plan	1263
BSBOHS201A Participate in OHS processes	1271
BSBOHS505B Manage hazards in the work environment.....	1278
BSBPMG510A Manage projects	1288
BSBPUR401B Plan purchasing	1296
BSBPUR402B Negotiate contracts	1303
BSBPUR501B Develop, implement and review purchasing strategies	1309
BSBREL402A Build client relationships and business networks	1317
BSBREL701A Develop and cultivate collaborative partnerships and relationships	1325
BSBRISK501A Manage risk.....	1338
BSBSMB402A Plan small business finances.....	1345
BSBSMB403A Market the small business	1352
BSBSMB404A Undertake small business planning	1359
BSBSMB405A Monitor and manage small business operations.....	1368
BSBSUS201A Participate in environmentally sustainable work practices.....	1375
BSBSUS301A Implement and monitor environmentally sustainable work practices	1382
BSBSUS501A Develop workplace policy and procedures for sustainability	1392
BSBWOR204A Use business technology	1401
BSBWOR402A Promote team effectiveness	1408
BSBWOR404A Develop work priorities	1415
BSBWOR502A Ensure team effectiveness	1421
CPCCCA2002A Use carpentry tools and equipment	1436
CPCCCM1005A Carry out measurements and calculations.....	1452
CPCCCM2001A Read and interpret plans and specifications	1461

CPCCCM3001A Operate elevated work platforms.....	1470
CPCCLDG3001A Licence to perform dogging.....	1482
CPCCLRG3001A Licence to perform rigging basic level.....	1492
CPCCLRG3002A Licence to perform rigging intermediate level.....	1505
CPCCLRG4001A Licence to perform rigging advanced level.....	1517
CPCCOHS1001A Work safely in the construction industry.....	1529
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry.....	1540
CPCCSC2002A Erect and dismantle basic scaffolding.....	1562
CPCCSF2001A Handle steelfixing materials.....	1573
CPCCSF2003A Cut and bend materials using oxy-LPG equipment.....	1583
CUFCAM201A Assist with a basic camera shoot.....	1601
CUFCMP501A Manage and exploit copyright arrangements.....	1608
CUFCOS501A Manage an off-site wardrobe department.....	1616
CUFCOS504A Design costumes.....	1625
CUFCOS505A Realise costumes.....	1635
CUFDIG201A Maintain interactive content.....	1644
CUFDIG301A Prepare video assets.....	1650
CUFDIG303A Produce and prepare photo images.....	1658
CUFDIG401A Author interactive media.....	1668
CUFDIG402A Design user interfaces.....	1677
CUFDIG403A Create user interfaces.....	1685
CUFGMT301A Repair and maintain production equipment.....	1695
CUFIND201A Develop and apply creative arts industry knowledge.....	1708
CUFIND401A Provide services on a freelance basis.....	1716
CUFLGT101A Apply a general knowledge of lighting to work activities.....	1726
CUFLGT301A Prepare, install and test lighting equipment.....	1734
CUFLGT302A Record and operate standard lighting cues.....	1745
CUFLGT303A Install and operate follow spots.....	1755
CUFLGT304A Operate floor electrics.....	1763
CUFLGT401A Implement lighting designs.....	1771
CUFLGT402A Set up, record and operate lighting cues and effects.....	1783
CUFLGT501A Conceive and develop lighting designs.....	1792
CUFMUP401A Design, apply and remove make-up.....	1802
CUFMUP501A Design and apply specialised make-up.....	1814
CUFMUP502A Design and apply special make-up effects.....	1829
CUFPOS402A Manage media assets.....	1844
CUFPPM408A Compile production schedules.....	1852
CUFPRP201A Repair, maintain and alter props.....	1860
CUFPRP301A Assemble and maintain props.....	1870
CUFRES201A Collect and organise content for broadcast or publication.....	1881
CUFRES401A Conduct research.....	1888
CUFSCE201A Prepare and prime scenic art cloths.....	1896
CUFSCE202A Repair, maintain and alter scenic art.....	1905
CUFSFX301A Maintain and repair special effects items.....	1915
CUFSFX402A Coordinate the logistics of special effects operations.....	1925
CUFSOU301A Prepare audio assets.....	1936
CUSFIM501A Secure funding for projects.....	1944
CUSMKG301A Assist with the promotion of creative acts.....	1952
CUSSOU201A Assist with sound recordings.....	1960
CUSSOU301A Provide sound reinforcement.....	1969
CUSSOU303A Set up and disassemble audio equipment.....	1978
CUSSOU402A Develop and implement sound plans.....	1992

CUSSOU403A Perform advanced sound editing	2001
CUSSOU404A Edit dialogue	2013
CUSSOU407A Coordinate location sound recording	2024
CUSSOU501A Develop sound designs	2033
CUSSOU502A Produce sound recordings	2042
CUSSOU503A Implement sound designs	2053
CUSSOU504A Create a final sound balance	2063
CUSSOU505A Compile music for soundtracks	2072
CUSSOU601A Manage production of sound designs	2082
CUSSOU602A Manage production of sound recordings	2093
CUVADM01B Develop and implement arts administration systems and procedures	2103
CUVADM02B Plan work space	2109
CUVADM05B Plan and develop information management systems	2115
CUVADM08B Develop and manage public relations strategies	2122
CUVADM11B Work within an arts organisation context	2129
CUVADM12B Work with arts professionals in an arts organisation	2135
CUVADM13B Research and critique cultural work(s)	2142
CUVCOR06B Develop concepts for arts organisations or projects	2151
CUVCOR04B Originate concept for own work and conduct critical discourse	2158
CUVCOR07B Use drawing techniques to represent the object or idea	2165
CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept	2170
CUVCRS03B Produce computer-aided drawings	2177
CUVCRS04B Produce technical drawings	2183
CUVCRS06B Make scale models	2189
CUVDES04B Integrate colour theory and design processes in response to a brief	2197
CUVDES601A Design innovative products	2204
CUVICS01B Contribute to workplace improvements	2217
CUVICS02B Share ideas in the workplace	2223
CUVICS03B Develop innovative ideas at work	2229
CUVIND501A Maintain and apply creative arts industry knowledge	2237
FNSICGEN402B Participate in negotiations	2247
HLTFA201A Provide basic emergency life support	2253
HLTFA301B Apply first aid	2261
ICAU2006B Operate computing packages	2273
LMTCL1001B Produce a simple garment	2281
LMTCL2001B Use a sewing machine	2287
LMTCL4002A Assemble and fit commercially tailored or bespoke garments	2293
LMTCL4003A Measure, lay-up and cut custom-made garments	2298
LMTML1001A Make a simple headpiece	2303
MEM05001B Perform manual soldering/desoldering - electrical/electronic components	2310
MEM05012C Perform routine manual metal arc welding	2316
MEM05050B Perform routine gas metal arc welding	2321
MEM18001C Use hand tools	2327
MEM18002B Use power tools/hand held operations	2333
SITHFAB001C Clean and tidy bar areas	2339
SITHFAB002C Operate a bar	2345
SITHFAB009A Provide responsible service of alcohol	2353
SITTVA002A Provide a briefing or scripted commentary	2365
SITXCCS001A Provide visitor information	2371
SITXCOM006A Address protocol requirements	2378
SITXEVT001A Develop and update event industry knowledge	2384
SITXEVT002A Provide event staging support	2391

SITXEVT004A Coordinate on-site event registrations	2399
SITXEVT005A Organise in-house events or functions	2406
SITXEVT006A Research and evaluate event industry trends and practices	2414
SITXEVT007B Determine event feasibility	2421
SITXEVT008A Plan and develop event proposals and bids	2429
SITXEVT009A Develop event concepts	2436
SITXEVT010A Evaluate and address event regulatory requirements	2444
SITXEVT011A Develop crowd control plans and procedures	2452
SITXEVT012A Select event venues and sites	2461
SITXEVT013A Manage event staging	2469
SITXEVT015A Manage exhibitions	2476
SITXEVT016A Organise and monitor event infrastructure	2485
SITXEVT017A Provide on-site event management services	2493
SITXEVT018A Develop a transport strategy for an event	2501
SITXEVT019A Manage multi -venue events	2510
SITXFIN002A Maintain financial records	2518
SITXFIN004A Manage finances within a budget	2525
SITXFIN007A Manage physical assets	2532
SITXFIN008A Manage financial operations	2539
SITXGLC001A Develop and update legal knowledge required for business compliance	2547
SITXHRM003A Roster staff	2554
SITXHRM006A Monitor staff performance	2561
SITXHRM008A Manage workplace relations	2568
SITXHRM009A Provide mentoring support to business colleagues	2574
SITXMPR001A Coordinate production of brochures and marketing materials	2580
SITXMPR005A Develop and manage marketing strategies	2588
SRXEVT007B Manage spectators at an event or program	2596
SRXFAC003B Implement facility maintenance programs	2608
SRXHRM001B Manage volunteers	2623
TAAASS301B Contribute to assessment	2635
TAAASS401C Plan and organise assessment	2651
TAAASS402C Assess competence	2672
TAADL301C Provide training through instruction and demonstration of work skills	2693
TAATAS502B Prepare a tender bid	2705
TDTD1097B Operate a forklift	2716
TLID1007C Operate a forklift	2729
UEENEPP001B Disconnect and reconnect fixed wired electrical equipment connected to a Low Voltage supply	2738
UEENEPP002B Attach cords and plugs to electrical equipment for connection to a single phase 250 Volt supply	2750
UEENEPP003B Attach cords and plugs to electrical equipment for connection to 1000 V.a.c. or 1500 V.d.c. supply	2760
UEENEPP007B Locate and rectify faults in electrical low voltage equipment following prescribed procedures	2770

Modification History

Version Modification History

Version	Release Date	Comments
3.2	March 2012	Addition of reference to the ‘National Standard for ‘Licensing Persons Performing High Risk Work’ and the ‘National Code of Practice for Induction for Construction Work’ to the section on licensing, legislative, regulatory or certification considerations in the following qualifications: • CUE30203 Certificate III in Live Production, Theatre and Events (Technical Operations) Inclusion of additional elective units to: • CUE20103 Certificate II in Live Production, Theatre and Events • CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations) • CUE50303 Diploma of Live Production, Theatre and Events (Technical production) • CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production) Minor amendment of terminology in packaging rules in all qualifications to reflect original intent which was erroneously interpreted when applying NQC flexibility rules.
3.1	November 2010	Inclusion of the NQC flexibility rules relating to the mix of importable units and provision for access to accredited courses to the following qualifications: CUE20103 Certificate II in Live Production, Theatre and Events CUE30303 Certificate III in Venues and Events (Customer Service) CUE30203 Certificate III in Live Production,

Version	Release Date	Comments
		Theatre and Events (Technical Operations)
		CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)
		CUE40403 Certificate IV in Venues and Events (Customer Service)
		CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)
		CUE50403 Diploma of Venues and Events
		CUE60103 Advanced Diploma of Design for Live Production, Theatre and Events
		CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production)
		CUE60303 Advanced Diploma of Stage Management
		CUE60403 Advanced Diploma of Venues and Events
		Inclusion of business continuity units into the elective pool for the following qualifications:
		CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)
		CUE40403 Certificate IV in Venues and Events (Customer Service)
		CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)
		CUE50403 Diploma of Venues and Events
		CUE60103 Advanced Diploma of Design for Live Production, Theatre and Events
		CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production)
		CUE60303 Advanced Diploma of Stage Management
		CUE60403 Advanced Diploma of Venues and Events

Version	Release Date	Comments
		Inclusion of appropriate sustainability unit from Business Services training package into the elective pool of:
		CUE20103 Certificate II in Live Production, Theatre and Events
		CUE30203 Certificate III in Live Production, Theatre and Events (Technical Operations)
		CUE30303 Certificate III in Venues and Events (Customer Service)
		CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)
		CUE40403 Certificate IV in Venues and Events (Customer Service)
		CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)
		CUE50403 Diploma of Venues and Events
		CUE60103 Advanced Diploma of Design for Live Production, Theatre and Events
		CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production)
		CUE60303 Advanced Diploma of Stage Management
		CUE60403 Advanced Diploma of Venues and Events
		Inclusion of specific reference to knowledge relating to sustainability issues in screen and media in the following units:
		CUEIND01C Source and apply entertainment industry knowledge – now CUEIND301D
		This affects the following qualifications:
		CUE20103 Certificate II in Live Production, Theatre and Events
		CUE30203 Certificate III in Live Production, Theatre and Events (Technical Operations)
		CUE30303 Certificate III in Venues and Events

Version	Release Date	Comments
		(Customer Service)
		CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)
		CUE40403 Certificate IV in Venues and Events (Customer Service)
		CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)
		CUE50403 Diploma of Venues and Events
		CUE60103 Advanced Diploma of Design for Live Production, Theatre and Events
		CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production)
		CUE60303 Advanced Diploma of Stage Management
		CUE60403 Advanced Diploma of Venues and Events

Update of references to DEST - now the Department of Education, Employment and Workplace Relations (DEEWR).

Correction of references to the following units:

- BSBCMP501A corrected to BSBCOM501B
- BSBMGT508B corrected to BSBMGT501A
- BSBPUR301A corrected to BSBPUR301B
- BSBSUS101A corrected to BSBSUS201A
- CUELGT05C corrected to CUFLGT302A
- CUELGT06C corrected to CUFLGT402A
- CUELGT09B corrected to CUFLGT101A
- CUSGEN02B corrected to BSBDIV301A
- CUSGEN03B corrected to BSBWOR502A

Version	Release Date	Comments
		• CUSGEN05B corrected to BSBCMM401A • CUVDES01B corrected to BSBDES301A • CUVDES02B corrected to BSBDES302A • CUVDES03A corrected to BSBDES303A • CUVDES05B corrected to BSBDES402A • CUVDSP01B corrected to BSBDES304A • CUVDSP04B corrected to BSBDES305A • THHGLE22A corrected to BSBRSK501A.
		Correction of the following unit titles: • CUFMUP402A Maintain make-up and hair continuity • CUFSFX301A Maintain and repair special effects items.
		Removal of Appendix E and integration of units from Appendix E into lists of specialist and elective units in relevant qualifications.
		All units transferred into the DEEWR approved unit template and content reformatted to comply with general requirements for unit descriptors and application of the unit statements.
		Codes of imported units updated (where amendments have been made through parent Training Package reviews).
		Addition of reference to the ‘National Code of Practice for Induction for Construction Work’ to the section on licensing, legislative, regulatory or certification considerations in CUE20103 Certificate II in Live Production, Theatre and Events.
		Addition of reference to the ‘National Standard for ‘Licensing Persons Performing

Version	Release Date	Comments
		High Risk Work’ and the ‘National Code of Practice for Induction for Construction Work’ to the section on licensing, legislative, regulatory or certification considerations in the following qualifications: • CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations) • CUE50303 Diploma of Live Production, Theatre and Events (Technical Production) • CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production) • Typographical corrections.
3.0	January 2008	Addition of six new units of competency: CUECOS302A Dress Performers CUECOS303A Modify, repair and maintain costumes CUECOS405A Coordinate costume manufacture CUEPRP501A Conceive, develop and realise props designs CUESET302A Make sets CUESET501A Conceive, develop and realise set designs Incorporation of Employability Skills in units of competency and within qualifications Unit codes changed to reflect mandatory ES changes Replacement of CUE10103 Certificate I in Live Production, Theatre and Events with CUF10107 Certificate I in Creative Industries Updating of construction and manufacturing qualifications arising from review of CUF01 Film TV Radio and Multimedia Training Package as detailed: Replacement of CUE30103 Certificate III in

Version	Release Date	Comments
		Live Production, Theatre and Events (Construction and Manufacturing) with CUF30307 Certificate III in Scenery and Set Construction
		Replacement of CUF40203 Certificate IV in Make-up with CUF40407 Certificate IV in Make-up
		Replacement of CUE40203 Certificate IV in Costume for Performance with CUF40507 Certificate IV in Costume for Performance
		Replacement of CUE40103 Certificate IV in Live Production, Theatre and Events (Construction and Manufacturing) with CUF40607 Certificate IV in Scenery and Set Construction
		Replacement of CUE50203 Diploma of Costume Performance with CUF50507 Diploma of Costume for Performance
		CUF50203 Diploma of Make-up with CUF50507 Diploma of Specialist Make-up Services
		Replacement of CUE50103 Diploma of Live Production, Theatre and Events (Construction and Manufacturing) with CUF50607 Diploma of Scenery and Set Construction
		Deletion of THT50203 Diploma of Event Management
		Imported units updated (where amendments have been made through parent Training Package reviews)
2.0	01/09/04	Code CUEOH01B corrected in qualification details for CUE30303 and CUE40403 respectively.
1.0	30/11/03	CUE03 – Review of Training Package.
1.0	1998	Primary release.

CUE03 Entertainment Training Package

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 3.2 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at <http://www.ibsa.org.au> to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

History

This is the third edition of the Entertainment Training Package providing improved national qualifications for vocational education and training in the industry.

The Training Package covers diverse occupations in the entertainment industry, ranging from stage managers, vision system specialists to front of house personnel. The Training Package also includes much needed qualifications in higher level lighting and set design occupations.

This edition of the Training Package includes information about Employability Skills and comes at a time when creativity and innovation have been identified as integral skills not only for cultural practitioners but importantly for all other employees as well. The inclusion of specific standards for set and lighting design enable creativity and innovation to be identified, taught and

assessed by workplace enterprises, venues, theatres and entertainment bodies.

Cultural practitioners are now able to gain formal recognition for their skills and knowledge, regardless of where they acquired those skills — whether in education institutions, through practical experience or through a combination of both.

IBSA's priority is to ensure that the Training Package, originally developed by the former CREATE Australia, is implemented effectively. IBSA and its State and Territory ITABs will work in partnership with the entertainment industry and registered training organisations to develop innovative and practical training arrangements. We are committed to ensuring the package's use across Australia.

Many people helped make this Training Package a reality. Thank you to the tireless members of the National Project Reference Group, cultural project working groups, entertainment industry, peak bodies in entertainment and State and Territory industry training advisory bodies. Special thanks also go to the IBSA Board and its dedicated staff and talented consultants. And thank you to the many individuals and organisations across the entertainment industry who donated their valuable time so generously to help us develop this Training Package.

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

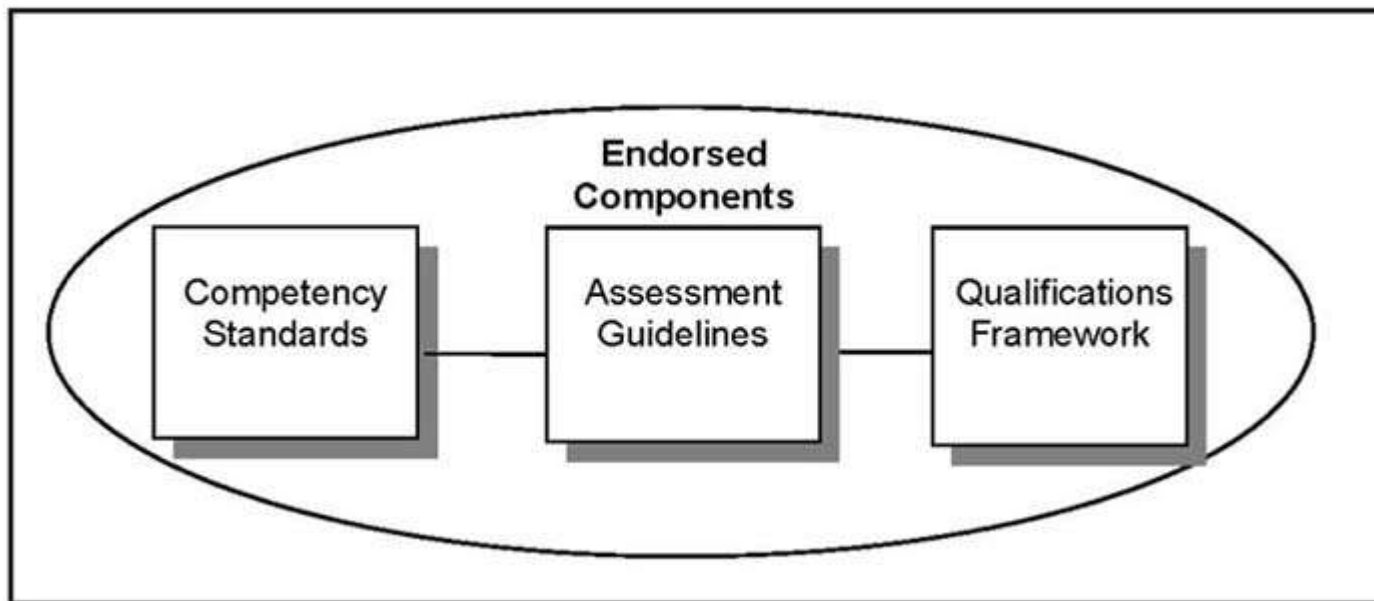
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

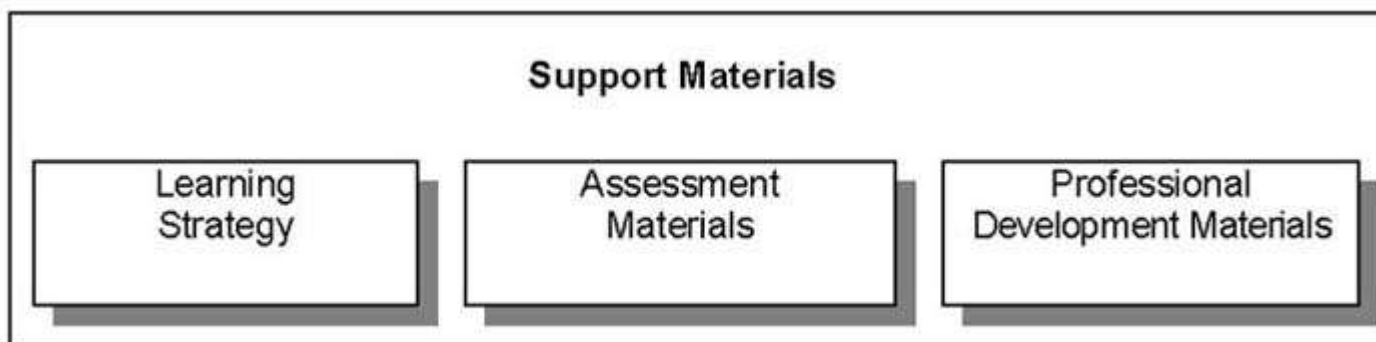
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au >



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example CUE03. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example CUE20103. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);

- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in CUECOS302A;
- the first three characters signify the Training Package - CUE03 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- CUE20103 Certificate II in Live Production, Theatre and Events

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- CUEAUD01C Repair and maintain vision systems

Historical and General Information

The Entertainment Training Package is one of a suite of Training Packages within the cultural industries. The cultural industries comprise the following sectors:

- community cultural development
- entertainment
- interactive digital media
- library and information services
- museums, galleries and cultural heritage sites
- screen and media
- visual arts, craft and design.

Changes to the Entertainment Training Package resulted from reviews to other Cultural Industries Training Packages. The changes have been made as part of IBSA's commitment to the continuous improvement of its training products and services. The Entertainment Training Package has not undergone a full review, and this publication reflects changes arising from the review of the CUF01 Film TV Radio and Multimedia Training Package and the CUS01 Music Training Package. It also takes into account Training Package development requirements as outlined in *The Training Package Development Handbook* which can be accessed online at www.tpdh.deewr.gov.au.

The development process which led to the first release of CUE03 was undertaken within a context of consultation and feedback from industry and potential providers. A number of underpinning principles were articulated, including:

- maximisation of flexibility to meet a range of different applications and contexts
- maximisation of opportunity to draw units from other relevant Training Packages to increase flexibility, pathways and recognition
- incorporation wherever possible of relevant units from other Training Packages or initiatives
- ensuring that a user who wishes to focus on a single specialisation is able to do so
- ensuring that a user who wishes to undertake an eclectic mix across

specialisations is able to do so

- ensuring that a user with a small business focus is able to select appropriate units
- ensuring that design fundamentals are articulated and underpin all other design specialisations
- ensuring that there are appropriate pathways in entertainment production, design and management
- development of a package with a manageable number of qualifications.

The qualifications are not courses and the units of competency are not curriculum documents. Conceptually, units represent logical chunks of work and the combination of units in qualifications reflect a whole job role. Guided by the packaging rules, registered training organisations (RTOs) select units that cover the skills required in whatever job roles they wish to target in courses. The qualification structure allows them to decide what they will teach, when and how. It describes the outcomes of training but leaves the detailed decision making and implementation to RTOs.

Introduction to the Industry

Acting on behalf of the Australian government, and working within the scope of vocational education and training (VET), the Department of Education, Employment and Workplace Relations (DEEWR) works to ensure that Australian industries have access to the people and skills they need, both to maintain existing operations, and to achieve competitive and opportunity-led change.

In July 2004, the then Australian National Training Authority (ANTA) established the Innovation and Business Industry Skills Council (which trades as Innovation and Business Skills Australia, or IBSA) to assist industry and governments to identify and coordinate activities directed towards meeting the people and skill needs of six key industry sectors of the Australian economy. These industry sectors include:

- business services
- cultural industries
- education
- financial services
- information and communication technologies (ICT)
- printing.

These industries are important contributors to Australia's economy, both in their own right and because their skills underpin growth in other industries. An important trend in the innovation and business industries is the blurring of sectoral borders due to converging technologies. Examples include the convergence of telecommunications and information technology, the overlap between printing and the cultural industries in areas such as graphic design and digital media, and the overlap between printing and ICT in areas such as variable data printing and business process control. Such overlaps and areas of common interest will create the need for shared protocols.

Other important trends affecting the industries include the increased demand for blended, flexible workforces, transferable skills and employability skills. These skills are required in areas such as innovation, business, finance, information technology, OHS and training compliance. The innovation and business industries have a high level of occupational spillage, with a significant proportion of people in innovation and business occupations employed in other industries.

Meeting the needs of such a workforce is a challenge for the industry and for the training sector. A significant number of occupations in this industry fall within the ABS definition of *knowledge workers* (which includes managers, administrators, professionals and associate professionals). These workers are vital to Australia's continued economic success.

The cultural industries comprise screen and media, music and entertainment, museum and library/information services, and visual arts, craft and design. As with many other sectors, technological convergence is affecting the way people work in the creative industries. In a study for IBSA, the Centre for International Economics stated that 'convergence is redefining the boundaries between industries – many of the cultural and creative industries that were once separate now need similar skills'. (Source: *Cultural Industries Research Project report* prepared for IBSA by the Centre for International Economics, p. 23)

The cultural industries contributed around 1.4% of Australia's GDP in 2004–05. Exports of cultural goods, including books and works of art, totalled \$576 million in 2002–03, or 0.5% of all goods exported from Australia; some 41% of these exports were to New Zealand. Cultural imports totalled \$3 342 million, or 2.5% of all goods imported; most came from China, the United Kingdom and the United States, and the major items imported were television receivers, radio broadcast receivers and printed books. Australia's total overseas earnings from cultural and recreational services in 2002–03 were \$342 million, while payments to other countries totalled \$986 million. Of these payments, 69% were for audiovisual and related services, while music royalties accounted for about 21%. (Source: Australian Government Department of Education, Science and Training, *Industry Skills Report – Innovation and Business* (December 2006), pp 5, 9)

Mapping to Previous Training Package

1. Mapping of qualifications

Qualification code and title CUE03 Version 3.1	Qualification code and title CUE03 Version 3.2	Mapping details	
CUE20103 Certificate II in Live Production, Theatre and Events	CUE20103 Certificate II in Live Production, Theatre and Events	Minor amendment of terminology in packaging rules Inclusion of elective unit CUSMKG301A Assist with promotion	E

Qualification code and title CUE03 Version 3.1	Qualification code and title CUE03 Version 3.2	Mapping details	
		of creative acts.	
CUE30203 Certificate III in Live Production, Theatre and Events (Technical Operations)	CUE30203 Certificate III in Live Production, Theatre and Events (Technical Operations)	Minor amendment of terminology in packaging rules Addition of reference to the 'National Standard for 'Licensing Persons Performing High Risk Work' and the 'National Code of Practice for Induction for Construction Work' to the section on licensing, legislative, regulatory or certification considerations	E
CUE30303 Certificate III in Venues and Events (Customer Service)	CUE30303 Certificate III in Venues and Events (Customer Service)	Minor amendment of terminology in packaging rules	E
CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)	CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)	Minor amendment of terminology in packaging rules Inclusion of elective unit: • CPCCOHS2001 Apply OHS requirements, policies and procedures in the construction industry	E
CUE40403 Certificate IV in Venues and Events (Customer Service)	CUE40403 Certificate IV in Venues and Events (Customer Service)	Minor amendment of terminology in packaging rules	E
CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)	CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)	Minor amendment of terminology in packaging rules Inclusion of elective units: • CPCCOHS2001 Apply OHS requirements, policies and procedures in the construction industry • TLID1007C Operate a forklift	E
CUE50403 Diploma of Venues and Events	CUE50403 Diploma of Venues and Events	Minor amendment of terminology in packaging rules	E
CUE60103 Advanced Diploma	CUE60103 Advanced Diploma	Minor amendment of terminology in packaging rules	E

Qualification code and title CUE03 Version 3.1	Qualification code and title CUE03 Version 3.2	Mapping details	
of Design for Live Production, Theatre and Events	of Design for Live Production, Theatre and Events		
CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production)	CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production)	Minor amendment of terminology in packaging rules Inclusion of elective unit: TLID1007C Operate a forklift	E
CUE60303 Advanced Diploma of Stage Management	CUE60303 Advanced Diploma of Stage Management	Minor amendment of terminology in packaging rules	E
CUE60403 Advanced Diploma of Venues and Events	CUE60403 Advanced Diploma of Venues and Events	Minor amendment of terminology in packaging rules	E

2. Mapping of units of competency

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
CUEAUD01B Repair and maintain vision systems	CUEAUD01C Repair and maintain vision systems	No change	E
CUEAUD02B Prepare, rig, test and modify vision systems	CUEAUD02C Prepare, rig, test and modify vision systems	No change	E
CUEAUD03B Operate vision systems	CUEAUD03C Operate vision systems	No change	E
CUEAUD04B Develop vision system installation plans	CUEAUD04C Develop vision system installation plans	No change	E
CUEAUD06A Apply a general knowledge of vision systems to work activities	CUEAUD06B Apply a general knowledge of vision systems to work activities	No change	E
CUECIN01B	CUECIN01C	No change	E

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
Receive and assemble film	Receive and assemble film		
CUECIN02B Prepare film for screening	CUECIN02C Prepare film for screening	No change	E
CUECIN03B Screen the film	CUECIN03C Screen the film	No change	E
CUECIN04B Prepare film for dispatch	CUECIN04C Prepare film for dispatch	No change	E
CUECIN05B Maintain projection equipment	CUECIN05C Maintain projection equipment	No change	E
CUECLE1B Undertake general administrative procedures	Nil	No change	E
CUECOR01B Manage own work and learning	CUECOR01C Manage own work and learning	No change	E
CUECOR02B Work with others	CUECOR02C Work with others	No change	E
CUECOR03A Provide quality service to customers	CUECOR03B Provide quality service to customers	No change	E
CUECOS02B Apply art finishing	CUECOS02C Apply art finishing	No change	E
CUECOS09A Develop and apply knowledge of costume	CUECOS09B Develop and apply knowledge of costume	No change	E
CUECOS10A Make period costumes	CUECOS10B Make period costumes	No change	E
CUECOS11A Make character costumes	CUECOS11B Make character costumes	No change	E
CUECOS12A Make costumes for dance and physical theatre	CUECOS12B Make costumes for dance and physical theatre	No change	E
CUECOS13A Create theatrical millinery	CUECOS13B Create theatrical millinery	No change	E

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
CUECOS14A Construct hard and soft sculptured costume accessories	CUECOS14B Construct hard and soft sculptured costume accessories	No change	E
CUECOS15A Construct hard and soft sculptured specialised costumes	CUECOS15B Construct hard and soft sculptured specialised costumes	No change	E
CUEDES04A Establish and refine a brief	BSBDES502A Establish, negotiate and refine a design brief	No change	E
CUEDES05A Manage design realisation	BSBDES601A Manage design realisation	No change	E
CUEEVT03A Integrate knowledge of creative and technical production into management processes	CUEEVT03B Integrate knowledge of creative and technical production into management processes	No change	E
CUEFIN01B Develop a budget	CUEFIN01C Develop a budget	No change	E
CUEFIN02B Manage a budget	CUEFIN02C Manage a budget	No change	E
CUEFIN03B Obtain sponsorship	CUEFIN03C Obtain sponsorship	No change	E
CUEFOH03B Provide seating and ticketing advice	CUEFOH03C Provide seating and ticketing advice	No change	E
CUEFOH04B Usher patrons	CUEFOH04C Usher patrons	No change	E
CUEFOH06B Manage venue services	CUEFOH06C Manage venue services	No change	E
CUEFOH07A Process financial transactions	CUEFOH07B Process financial transactions	No change	E
CUEFOH08A Process incoming customer orders	CUEFOH08B Process incoming customer orders	No change	E
CUEFOH09A Provide venue information and	CUEFOH09B Provide venue information and	No change	E

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
assistance	assistance		
CUEFOH10A Monitor entry to a venue	CUEFOH10B Monitor entry to a venue	No change	E
CUEFSH01A Identify and manage safety and health requirements at an outdoor fireworks display	CUEFSH01B Identify and manage safety and health requirements at an outdoor fireworks display	No change	E
CUEFSH02A Operate an outdoor fireworks display	CUEFSH02B Operate an outdoor fireworks display	No change	E
CUEFSH03A Plan an outdoor fireworks display	CUEFSH03B Plan an outdoor fireworks display	No change	E
CUEIND01C Source and apply entertainment industry knowledge	CUEIND01D Source and apply entertainment industry knowledge	No change	E
CUEIND02A Research and evaluate theatrical references to inform industry practice	CUEIND02B Research and evaluate theatrical references to inform industry practice	No change	E
CUEIND03A Integrate accessibility principles into work practices	CUEIND03B Integrate accessibility principles into work practices	No change	E
CUELGT03B Install and operate follow spots	CUFLGT303A Install and operate follow spots	No change	E
CUELGT04B Operate floor electrics	CUFLGT304A Operate floor electrics	No change	E
CUELGT05B Record and operate standard lighting cues	CUFLGT302A Record and operate standard lighting cues	No change	E
CUELGT06B Set up, record and operate lighting cues and effects	CUFLGT402A Set up, record and operate lighting cues and effects	No change	E
CUELGT07B Record and operate lighting using advanced techniques	CUELGT07C Record and operate lighting using advanced techniques	No change	E

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
CUELGT09B Apply a general knowledge of lighting to work activities	CUFLGT101A Apply a general knowledge of lighting to work activities	No change	E
CUEMAR01B Assist with marketing	CUEMAR01C Assist with marketing	No change	E
CUEMAR02B Undertake market research	CUEMAR02C Undertake market research	No change	E
CUEMAR03B Undertake marketing activities	CUEMAR03C Undertake marketing activities	No change	E
CUEMUP4A Design, apply and remove special effects make-up	CUFMUP502A Design and apply special make-up effects	No change	E
CUEMUP5A Dress (style) wigs	CUFMUP404A Style wigs and hairpieces for performances or productions	No change	E
CUEMUP6A Dress hair for a performance or production	CUFMUP403A Style hair for performances or productions	No change	E
CUEOHS01B Implement workplace health, safety and security procedures	CUEOHS01C Implement workplace health, safety and security procedures	No change	E
CUEOHS02B Establish and maintain a safe and secure workplace	CUEOHS02C Establish and maintain a safe and secure workplace	No change	E
CUEPMT11A Manage the production process	CUEPMT11B Manage the production process	No change	E
CUEPRP02A Research, obtain and prepare props	CUEPRP02B Research, obtain and prepare props	No change	E
CUEPRP03A Apply a general knowledge of props construction	CUEPRP03B Apply a general knowledge of props construction	No change	E
CUEPRP04A Use casting and moulding techniques	CUEPRP04B Use casting and moulding techniques	No change	E

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
to make props	to make props		
CUEPRP05A Make prop furniture	CUEPRP05B Make prop furniture	No change	E
CUEPRP06A Construct mechanical props	CUEPRP06B Construct mechanical props	No change	E
CUEPRP07A Make props using mixed media	CUEPRP07B Make props using mixed media	No change	E
CUESCE04B Use research, innovation and experimentation to produce scenic art	CUESCE04C Use research, innovation and experimentation to produce scenic art	No change	E
CUESCE05A Apply a general knowledge of scenic art	CUESCE05B Apply a general knowledge of scenic art	No change	E
CUESCE06A Use scenic art painting techniques	CUESCE06B Use scenic art painting techniques	No change	E
CUESCE07A Create special effects for scenic art	CUESCE07B Create special effects for scenic art	No change	E
CUESCE08A Realise scenic art designs	CUESCE08B Realise scenic art designs	No change	E
CUESET04B Use research, innovation and experimentation to create props	CUESET04C Use research, innovation and experimentation to create props	No change	E
CUESET05B Apply set construction techniques	CUESET05C Apply set construction techniques	No change	E
CUESET07B Use research, innovation and experimentation to create sets	CUESET07C Use research, innovation and experimentation to create sets	No change	E
CUESET09A Construct soft scenery	CUESET09B Construct soft scenery	No change	E
CUESET10A Construct mechanical sets	CUESET10B Construct mechanical sets	No change	E
CUESET11A	CUESET11B	No change	E

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
Develop set construction plans to meet design requirements	Develop set construction plans to meet design requirements		
CUESET17A Develop props construction plans to meet design requirements	CUESET17B Develop props construction plans to meet design requirements	No change	E
CUESMT05B Stage manage the production/event	CUESMT05C Stage manage the production/event	No change	E
CUESMT06B Plot technical requirements from scores	CUESMT06C Plot technical requirements from scores	No change	E
CUESMT08A Call the production/event	CUESMT08B Call the production/event	No change	E
CUESMT09A Plot and rehearse cues	CUESMT09B Plot and rehearse cues	No change	E
CUESMT10A Organise and facilitate rehearsals	CUESMT10B Organise and facilitate rehearsals	No change	E
CUESMT11A Create, update and use production reference documents	CUESMT11B Create, update and use production reference documents	No change	E
CUESMT12A Analyse performance outline/script	CUESMT12B Analyse performance outline/script	No change	E
CUESOU01B Repair and maintain audio equipment	CUESOU01C Repair and maintain audio equipment	No change	E
CUESOU03B Operate professional audio equipment	CUESOU03C Operate professional audio equipment	No change	E
CUESOU04B Mix live audio	CUESOU04C Mix live audio	No change	E
CUESOU07A Apply a general knowledge of audio to work activities	CUESOU07B Apply a general knowledge of audio to work activities	No change	E
CUESOU08A Select and manage microphone and other audio input sources	CUESOU08B Select and manage microphone and other audio input sources	No change	E

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
CUESOU09A Manage and compile audio replay material	CUESOU09B Manage and compile audio replay material	No change	E
CUESOU10A Operate wireless audio equipment	CUESOU10B Operate wireless audio equipment	No change	E
CUESOU11A Set up and operate stage monitor systems	CUESOU11B Set up and operate stage monitor systems	No change	E
CUESOU12A Set up and operate audio system control networks	CUESOU12B Set up and operate audio system control networks	No change	E
CUESOU13A Specify, install and operate audio for an outdoor event	CUESOU13B Specify, install and operate audio for an outdoor event	No change	E
CUESTA01B Install staging elements	CUESTA01C Install staging elements	No change	E
CUESTA02B Operate staging elements	CUESTA02C Operate staging elements	No change	E
CUESTA03B Operate flying systems	CUESTA03C Operate flying systems	No change	E
CUESTA05B Apply a general knowledge of staging to work activities	CUESTA05C Apply a general knowledge of staging to work activities	No change	E
CUESTA06A Apply a general knowledge of theatrical rigging	CUESTA06B Apply a general knowledge of theatrical rigging	No change	E
CUETEM01B Coordinate production operations	CUETEM01C Coordinate production operations	No change	E
CUETEM03B Establish and manage production requirements and resources	CUETEM03C Establish and manage production requirements and resources	No change	E
CUETEM06A Organise and monitor bump in/bump	CUETEM06B Organise and monitor bump in/bump	No change	E

Unit code and title CUE03 Version 3.2	Unit code and title CUE03 Version 3.1	Mapping details	
out	out		
CUETEM07A Tour the production	CUETEM07B Tour the production	No change	E
CUETEM08A Realise productions	CUETEM08B Realise productions	No change	E
CUETEM09A Manage diversity	CUETEM09B Manage diversity	No change	E
CUETGE05B Maintain physical production elements	CUETGE05C Maintain physical production elements	No change	E
CUETGE15A Handle physical elements safely during bump in/bump out	CUETGE15B Handle physical elements safely during bump in/bump out	No change	E
CUECOS302A Dress Performers	CUECOS302A Dress Performers	No change	E
CUECOS303A Modify, repair and maintain costumes	CUECOS303A Modify, repair and maintain costumes	No change	E
CUECOS405A Coordinate costume manufacture	CUECOS405A Coordinate costume manufacture	No change	E
CUEPRP501A Conceive, develop and realise props designs	CUEPRP501A Conceive, develop and realise props designs	No change	E
CUESET302A Make sets	CUESET302A Make sets	No change	E
CUESET501A Conceive, develop and realise set designs	CUESET501A Conceive, develop and realise set designs	No change	E

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction

receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

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

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;

take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

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

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning

take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards

take limited responsibility for the quantity and quality of the output of others

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters

take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas

- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters

demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.

Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.

- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.
-

Whole of Industry Qualification Information

Work outcome

All vocational education qualifications must lead to a work outcome. The Entertainment Training Package qualifications allow Registered Training Organisations to vary programs to meet:

- the specific needs of learners and clients
- the skill needs of a locality or a particular industry application of skills, and/or
- the maximum employability of a group of students or an individual.

Maximising employability

In all cases, when packaging Entertainment qualifications, RTOs must follow the principle of providing groups and individuals with the broadest possible combination of skills and attributes.

When combining units, therefore, choices must be exercised so that no duplication of work outcomes occur either within the Entertainment Training Package or among other Training Packages.

Units of competency for inclusion in entertainment qualifications

Entertainment qualifications allow for the inclusion of units from outside the specified field or domain in the Entertainment Training Package, and from other endorsed Training Packages.

It is expected that, in most cases these units will come from the same Australian

Qualification Framework (AQF) qualification, however, in some Training Packages, the same units appear over a range of AQF qualifications. In these cases, for purposes of parity, the unit should be chosen from the ‘lowest’ qualification at which it is included.

Advice on pre-requisites

Each qualification’s packaging rules identifies if there are pre-requisite units of competency required in order to undertake the qualification. These have been kept to a minimum in order to:

- maximise the opportunities for entry. In the case of candidates with limited or no vocational experience and no lower level qualification clear advice is provided as to the suitability of undertaking the qualification given their lack of current vocational experience
- facilitate all pathways to the achievement of a qualification
- ensure that a person with existing relevant experience, skills and knowledge can have competencies recognised and undertake a program commensurate with their learning needs at an appropriate level
- easily allow for units to be exported to other Training Packages or used in qualifications contained in other Training Packages.

Thus the Entertainment Training Package will not mandate particular pathways to the achievement of qualifications. It is the prerogative of Registered Training Organisations to use the rules of the qualifications to provide the best learning programs and sequences to meet the needs of their students and business customers.

List of AQF Qualifications

Qualification Code	Title

Preparatory pathway qualifications

CUF10107	Certificate I in Creative Industries
CUE20103	Certificate II in Live Production, Theatre and Events

Costume qualifications

CUF40507	Certificate IV in Costume for Performance
CUF50507	Diploma of Costume for Performance

Design qualifications

CUV40303	Certificate IV in Design
CUE60103	Advanced Diploma of Design for Live Production,

Qualification Code Title**Preparatory pathway qualifications**

CUF10107	Certificate I in Creative Industries Theatre and Events

Make-up qualifications

CUF40407	Certificate IV in Make-up
CUF50407	Diploma of Specialist Make-up Services

Scenery and set construction qualifications

CUF30307	Certificate III in Scenery and Set Construction
CUF40607	Certificate IV in Scenery and Set Construction
CUF50607	Diploma of Scenery and Set Construction

Stage management qualification

CUE60303	Advanced Diploma of Stage Management

Technical production qualifications

CUE30203	Certificate III in Live Production, Theatre and Events (Technical Operations)
CUE40303	Certificate IV in Live Production, Theatre and Events (Technical Operations)
CUE50303	Diploma of Live Production, Theatre and Events (Technical Production)
CUE60203	Advanced Diploma of Live Production, Theatre and Events (Technical Production)

Venue and event services qualifications

CUE30303	Certificate III in Venues and Events (Customer Service)
CUE40403	Certificate IV in Venues and Events (Customer Service)
CUE50403	Diploma of Venues and Events
CUE60403	Advanced Diploma of Venues and Events

Qualification Pathways

The Entertainment Training Package does not mandate particular pathways to the achievement of qualifications. It is the prerogative of Registered Training Organisations to use the rules of the qualifications to provide the best learning programs and sequences to meet the needs of their students and customers.

The following diagram outlines possible pathways to attain qualifications within the Entertainment Training Package. It is important to note that pathways between qualifications may vary depending upon specific contexts and individual needs. It is also important to note that State-accredited courses may be used to compliment the pathways identified within the Entertainment Training Package, and that advice of this nature may be sought from State/Territory Training Authorities.

The CUE03 Entertainment, CUF07 Screen and Media and CUS09 Music Training Packages share a number of technical qualifications, and therefore share pathways to the achievement of these qualifications.

For more information about qualifications and pathways contact Innovation and Business Skills Australia.

CUE03 Entertainment Training Package — qualification pathways					
Production			Design	Management	
			Adv Diploma of Live Production, Theatre & Events (Technical Production)	Adv Diploma of Design for Live Production, Theatre & Events	Adv Diploma of Venuues & Events
Diploma of Costume for Performance *	Diploma of Specialist Make-up Services *	Diploma of Scenery & Set Construction *	Diploma of Live Production, Theatre & Events (Technical Production)		Diploma of Venues & Events
Certificate IV in Costume for Performance *	Certificate IV in Make-up *	Certificate IV in Scenery & Set Construction *	Certificate IV in Live Production, Theatre & Events (Technical Operations)	Certificate IV in Design	Certificate IV in Venues & Events (Customer Service)
		Certificate III in Scenery & Set Construction *	Certificate III in Technical Production		Certificate III in Venues & Events (Customer Service)
Certificate II in Live Production, Theatre and Events *					
Certificate I in Creative Industries *					

* Qualification revised and updated as part of CUF01 Film, TV and Multimedia Training Package review

List of all units in CUE03 Entertainment Training Package

Unit code	Unit title
CUEAUD01C	Repair and maintain vision systems
CUEAUD02C	Prepare, rig, test and modify vision systems
CUEAUD03C	Operate vision systems
CUEAUD04C	Develop vision system installation plans
CUEAUD06B	Apply a general knowledge of vision systems to work activities
CUECIN01C	Receive and assemble film
CUECIN02C	Prepare film for screening
CUECIN03C	Screen the film
CUECIN04C	Prepare film for dispatch
CUECIN05C	Maintain projection equipment
CUECOR01C	Manage own work and learning
CUECOR02C	Work with others
CUECOR03B	Provide quality service to customers
CUECOR04B	Deal with conflict and resolve complaints
CUECOS02C	Apply art finishing
CUECOS09B	Develop and apply knowledge of costume
CUECOS10B	Make period costumes
CUECOS11B	Make character costumes
CUECOS12B	Make costumes for dance and physical theatre
CUECOS13B	Create theatrical millinery
CUECOS14B	Construct hard and soft sculptured costume accessories
CUECOS15B	Construct hard and soft sculptured specialised costumes

Unit code	Unit title
CUECOS302A	Dress performers
CUECOS303A	Modify, repair and maintain costumes
CUECOS405A	Coordinate costume manufacture
CUEDES04B	Establish and refine a brief
CUEDES05B	Manage design realisation
CUEEVT03B	Integrate knowledge of creative and technical production into management processes
CUEFIN01C	Develop a budget
CUEFIN02C	Manage a budget
CUEFIN03C	Obtain sponsorship
CUEFOH03C	Provide seating and ticketing advice
CUEFOH04C	Usher patrons
CUEFOH06C	Manage venue services
CUEFOH07B	Process financial transactions
CUEFOH08B	Process incoming customer orders
CUEFOH09B	Provide venue information and assistance
CUEFOH10B	Monitor entry to a venue
CUEFSH01B	Identify and manage safety and health requirements at an outdoor fireworks display
CUEFSH02B	Operate an outdoor fireworks display
CUEFSH03B	Plan an outdoor fireworks display
CUEIND01D	Source and apply entertainment industry knowledge
CUEIND02B	Research and evaluate theatrical references to inform industry practice
CUEIND03B	Integrate accessibility principles into work practices
CUELGT07C	Record and operate lighting using advanced techniques

Unit code	Unit title
CUEMAR01C	Assist with marketing
CUEMAR02C	Undertake market research
CUEMAR03C	Undertake marketing activities
CUEOHS01C	Implement workplace health, safety and security procedures
CUEOHS02C	Establish and maintain a safe and secure workplace
CUEPMT11B	Manage the production process
CUEPRP02B	Research, obtain and prepare props
CUEPRP03B	Apply a general knowledge of props construction
CUEPRP04B	Use casting and moulding techniques to make props
CUEPRP05B	Make prop furniture
CUEPRP06B	Construct mechanical props
CUEPRP07B	Make props using mixed media
CUEPRP501A	Conceive, develop and realise props designs
CUESCE04C	Use research, innovation and experimentation to produce scenic art
CUESCE05B	Apply a general knowledge of scenic art
CUESCE06B	Use scenic art painting techniques
CUESCE07B	Create special effects for scenic art
CUESCE08B	Realise scenic art designs
CUESET04C	Use research, innovation and experimentation to create props
CUESET05C	Apply set construction techniques
CUESET07C	Use research, innovation and experimentation to create sets
CUESET09B	Construct soft scenery
CUESET10B	Construct mechanical sets
CUESET11B	Develop set construction plans to meet design requirements

Unit code	Unit title
CUESET17B	Develop props construction plans to meet design requirements
CUESET302A	Make sets
CUESET501A	Conceive, develop and realise set designs
CUESMT05C	Stage manage the production/event
CUESMT06C	Plot technical requirements from scores
CUESMT08B	Call the production/event
CUESMT09B	Plot and rehearse cues
CUESMT10B	Organise and facilitate rehearsals
CUESMT11B	Create, update and use production reference documents
CUESMT12B	Analyse performance outline/script
CUESOU01C	Repair and maintain audio equipment
CUESOU03C	Operate professional audio equipment
CUESOU04C	Mix live audio
CUESOU07B	Apply a general knowledge of audio to work activities
CUESOU08B	Select and manage microphone and other audio input sources
CUESOU09B	Manage and compile audio replay material
CUESOU10B	Operate wireless audio equipment
CUESOU11B	Set up and operate stage monitor systems
CUESOU12B	Set up and operate audio system control networks
CUESOU13B	Specify, install and operate audio for an outdoor event
CUESTA01C	Install staging elements
CUESTA02C	Operate staging elements
CUESTA03C	Operate flying systems
CUESTA05C	Apply a general knowledge of staging to work activities

Unit code	Unit title
CUESTA06B	Apply a general knowledge of theatrical rigging
CUETEM01C	Coordinate production operations
CUETEM03C	Establish and manage production requirements and resources
CUETEM06B	Organise and monitor bump in/bump out
CUETEM07B	Tour the production
CUETEM08B	Realise productions
CUETEM09B	Manage diversity
CUETGE05C	Maintain physical production elements
CUETGE15B	Handle physical elements safely during bump in/bump out

Imported units of competency

Unit code	Unit title
BSBADM405B	Organise meetings
BSBADM502B	Manage meetings
BSBCMM101A	Apply basic communication skills
BSBCMM201A	Communicate in the workplace
BSBCMM401A	Make a presentation
BSBCOM501B	Identify and interpret compliance requirements
BSBCRT101A	Apply critical thinking techniques
BSBCRT301A	Develop and extend critical and creative thinking skills
BSBCRT401A	Articulate, present and debate ideas
BSBCRT402A	Collaborate in a creative process
BSBCRT403A	Explore the history and social impact of creativity
BSBCRT501A	Originate and develop concepts

BSBCRT601A	Research and apply concepts and theories of creativity
BSBCUS301A	Deliver and monitor a service to customers
BSBCUS501A	Manage quality customer service
BSBDES402A	Interpret and respond to a design brief
BSBDES403A	Develop and extend design skills and practice
BSBDES501A	Implement design solutions
BSBDES502A	Establish, negotiate and refine a design brief
BSBDES601A	Manage design realisation
BSBDES602A	Research global design trends
BSBDES701A	Research and apply design theory
BSBDIV301A	Work effectively with diversity
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA304A	Maintain a general ledger
BSBFIA401A	Prepare financial reports
BSBFIA402A	Report on financial activity
BSBFIM501A	Manage budgets and financial plans
BSBFIM502A	Manage payroll
BSBHRM402A	Recruit, select and induct staff
BSBINM301A	Organise workplace information
BSBINM501A	Manage an information or knowledge management system
BSBINN201A	Contribute to workplace innovation
BSBINN301A	Promote innovation in a team environment
BSBINN501A	Establish systems that support innovation

BSBINN502A	Build and sustain an innovative work environment
BSBIPR501A	Manage intellectual property to protect and grow business
BSBIPR601A	Develop and implement strategies for intellectual property management
BSBITA401A	Design databases
BSBITU102A	Develop keyboard skills
BSBITU201A	Produce simple word processed documents
BSBITU202A	Create and use spreadsheets
BSBITU301A	Create and use databases
BSBITU302A	Create electronic presentations
BSBITU306A	Design and produce business documents
BSBITU307A	Develop keyboarding speed and accuracy
BSBITU309A	Produce desk top published documents
BSBITU402A	Develop and use complex spreadsheets
BSBLED101A	Plan skills development
BSBLED401A	Develop teams and individuals
BSBLED501A	Develop a workplace learning environment
BSBMGT402A	Implement operational plan
BSBMGT403A	Implement continuous improvement
BSBMGT502B	Manage people performance
BSBMGT515A	Manage operational plan
BSBMGT516A	Facilitate continuous improvement
BSBMGT616A	Develop and implement strategic plans
BSBMGT617A	Develop and implement a business plan
BSBMKG413A	Promote products and services
BSBMKG501B	Identify and evaluate marketing opportunities

BSBMKG608A	Develop organisational marketing objectives
BSBMKG609A	Develop a marketing plan
BSBOHS201A	Participate in OHS processes
BSBOHS407A	Monitor a safe workplace
BSBOHS505B	Manage hazards in the work environment
BSBOHS509A	Ensure a safe workplace
BSBPMG408A	Apply contract and procurement procedures
BSBPMG508A	Manage project risk
BSBPMG509A	Manage project procurement
BSBPMG510A	Manage projects
BSBPUR301B	Purchase goods and services
BSBPUR401B	Plan purchasing
BSBPUR402B	Negotiate contracts
BSBPUR501B	Develop, implement and review purchasing strategies
BSBREL401A	Establish networks
BSBREL402A	Build client relationships and business networks
BSBREL701A	Develop and cultivate collaborative partnerships and relationships
BSBRES401A	Analyse and present research information
BSBRISK401A	Identify risk and apply risk management processes
BSBRISK501A	Manage risk
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405A	Monitor and manage small business operations

BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR203A	Work effectively with others
BSBWOR204A	Use business technology
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
BSBWOR404A	Develop work priorities
BSBWOR502A	Ensure team effectiveness
BSBWRT401A	Write complex documents
CPCCCA2001A	Handle carpentry materials
CPCCCA2002A	Use carpentry tools and equipment
CPCCCM1003A	Plan and organise work
CPCCCM1005A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCOHS1001A	Work safely in the construction industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM3001A	Operate elevated work platforms
CPCCPD2002A	Use painting and decorating tools and equipment
CPCCPD3003A	Apply texture coat paint by brush, roller and spray
CPCCPD3004A	Apply paint by spray
CPCCPD3008A	Apply decorative paint finishes
CPCCSC2002A	Erect and dismantle basic scaffolding
CPCCSF2001A	Handle steel fixing materials
CPCCSF2003A	Cut and bend materials using oxy-LPG equipment
CPCCVE1001A	Undertake a basic construction project

CUFCAM201A	Assist with a basic camera shoot
CUFCMP301A	Implement copyright arrangements
CUFCMP501A	Manage and exploit copyright arrangements
CUFCOS501A	Manage an off-site wardrobe department
CUFCOS504A	Design costumes
CUFCMP301A	Implement copyright arrangements
CUFCMP501A	Manage and exploit copyright arrangements
CUFDIG201A	Maintain interactive content
CUFDIG301A	Prepare video assets
CUFDIG303A	Produce and prepare photo images
CUFDIG401A	Author interactive media
CUFDIG402A	Design user interfaces
CUFDIG403A	Create user interfaces
CUFGMT301A	Repair and maintain production equipment
CUFIND201A	Develop and apply creative arts industry knowledge
CUFIND401A	Provide services on a freelance basis
CUFLGT101A	Apply a general knowledge of lighting to work activities
CUFLGT301A	Prepare, install and test lighting equipment
CUFLGT302A	Record and operate standard lighting cues
CUFLGT303A	Install and operate follow spots
CUFLGT304A	Operate floor electrics
CUFLGT401A	Implement lighting designs
CUFLGT402A	Set up, record and operate lighting cues and effects
CUFLGT501A	Conceive and develop lighting designs
CUFMUP401A	Design, apply and remove make-up

CUFMUP501A	Design and apply specialised make-up
CUFMUP502A	Design and apply special make-up effects
CUFPOS402A	Manage media assets
CUFPPM408A	Compile production schedules
CUFPRP201A	Repair, maintain and alter props
CUFPRP301A	Assemble and maintain props
CUFRES201A	Collect and organise content for broadcast or publication
CUFRES401A	Conduct research
CUFSC201A	Prepare and prime scenic art cloths
CUFSC202A	Repair, maintain and alter scenic art
CUFSET301A	Assemble and maintain sets
CUFSEFX301A	Maintain and repair special effects items
CUFSEFX402A	Coordinate the logistics of special effects operations
CUSADM301A	Administer operations for rehearsals and performances
CUSFIM501A	Secure funding for projects
CUSMKG301A	Assist with the promotion of creative acts
CUSOHS301A	Follow occupational health and safety procedures
CUSSOU201A	Assist with sound recordings
CUSSOU301A	Provide sound reinforcement
CUSSOU303A	Set up and disassemble audio equipment
CUSSOU402A	Develop and implement sound plans
CUSSOU501A	Develop sound designs
CUSSOU503A	Implement sound designs
CUSSOU601A	Manage production of sound designs
CUSSOU602A	Manage production of sound recordings

CUVADM01B	Develop and implement arts administration systems and procedures
CUVADM02B	Plan work space
CUVADM05B	Plan and develop information management systems
CUVADM08B	Develop and manage public relations strategies
CUVADM11B	Work within an arts organisation context
CUVADM12B	Work with arts professionals in an arts organisation
CUVADM13B	Research and critique cultural work(s)
CUVCON06B	Develop concepts for arts organisations/projects
CUVCOR02B	Develop and articulate concept for own work
CUVCOR04B	Originate concept for own work and conduct critical discourse
CUVCOR07B	Use drawing techniques to represent the object or idea
CUVCOR08B	Produce drawings to represent and communicate the concept
CUVCOR09B	Select and apply drawing techniques and media to represent and communicate the concept
CUVCRS03B	Produce computer-aided drawings
CUVCRS04B	Produce technical drawings
CUVCRS06B	Make scale models
CUVDES04B	Integrate colour theory and design processes in response to a brief
CUVDES601A	Design innovative products
CUVDSP04B	Research and apply the history and theory of design to design practice
CUVICS01B	Contribute to workplace improvements
CUVIND501A	Maintain and apply creative arts industry knowledge
CUVVSP14B	Apply techniques to produce drawings
FNSICGEN402B	Participate in negotiations
HLTFA201A	Provide basic emergency life support

HLTFA301B	Apply first aid
ICAU1128B	Operate a personal computer
ICAU1133B	Send and retrieve information using web browsers and email
ICAU1204B	Locate and use relevant on-line information
ICAU3019B	Migrate to new technology
LMTCL2001B	Use a sewing machine
LMTCL4002A	Assemble and fit commercially tailored or bespoke garments
LMTCL4003A	Measure, lay-up and cut commercially tailored garments
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEM05012C	Perform routine manual metal arc welding
MEM05001B	Perform manual soldering/desoldering – electrical/electronic components
MEM05050B	Perform routine gas metal arc welding
SITHFAB001C	Clean and tidy bar areas
SITHFAB002C	Operate a bar
SITTVA002A	Provide a briefing or scripted commentary
SITXCCS001A	Provide visitor information
SITXCOM006A	Address protocol requirements
SITXEVT001A	Develop and update event industry knowledge
SITXEVT002A	Provide event staging support
SITXEVT004A	Coordinate on-site event registrations
SITXEVT005A	Organise in-house functions
SITXEVT006A	Research and evaluate event industry trends and practices
SITXEVT007B	Determine event feasibility

SITXEVT008A	Plan and develop event proposals and bids
SITXEVT009A	Develop event concepts
SITXEVT010A	Evaluate and address event regulatory requirements
SITXEVT011A	Develop crowd control plans and procedures
SITXEVT013A	Manage event staging
SITXEVT015A	Manage exhibitions
SITXEVT016A	Organise and monitor event infrastructure
SITXEVT017A	Provide onsite event management services
SITXEVT018A	Develop a transport strategy for an event
SITXEVT019A	Manage multi-venue events
SITXFIN002A	Maintain financial records
SITXFIN004A	Manage finances within a budget
SITXFIN007A	Manage physical assets
SITXFIN008A	Manage financial operations
SITXGLC001A	Develop and update legal knowledge required for business compliance
SITXHRM003A	Roster staff
SITXHRM006A	Monitor staff performance
SITXHRM008A	Manage workplace relations
SITXHRM009A	Provide mentoring support to business colleagues
SITXMPR001A	Coordinate the production of brochures and marketing materials
SITXMPR005A	Develop and manage marketing strategies
SRXFAC003B	Implement facility maintenance programs
SRXHRM001B	Manage volunteers
TAAASS301B	Contribute to assessment
TAAASS401C	Plan and organise assessment

TAAASS402C	Assess competence
TAAASS404B	Participate in assessment validation
TAADEL301C	Provide training through instruction and demonstration of work skills
TAADEL401B	Plan and organise group-based delivery
TAADEL402B	Facilitate group based learning
TAADEL403B	Facilitate individual learning
TAADEL404B	Facilitate work based learning
TAADES402B	Design and develop learning programs
TAATAS401B	Maintain information requirements of training and/or assessment organisations
TAATAS502B	Prepare a tender bid
TAATAS503B	Manage contracted work
TLID1007C	Operate a forklift
UEENEEP001B	Disconnect and reconnect fixed wired electrical equipment connected to a low voltage supply
UEENEEP002B	Attach cords and plugs to electrical equipment for connection to a single phase 250 Volt supply
UEENEEP003B	Attach cords and plugs to electrical equipment for connection to 1000 V.a.c. or 1500 V.d.c. supply
UEENEEP007B	Locate and rectify faults in electrical low voltage equipment following prescribed procedures
WRBFS203B	Design and apply make-up for photography
WRHHD405A	Select and apply hair extensions
WRRLP2B	Minimise theft
WRRM1B	Merchandise products
WRRS1B	Sell products and services
WRRS2B	Advise on products and services

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainmentthe updated version is expected to be available on the AQFAB website www.aqf.edu.au during September 2007 and in print in October 2007.

Skill Sets in this Training Package

There are no skill sets in this Training Package, though the Photographic Make-up and Styling skill set from the CUF07 Screen and Media Training Package is relevant to work in the entertainment industry.

Employability Skills

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.

- Employability Skills Summaries are not exhaustive lists of qualification requirements or check lists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry requirements for Employability Skills

CUE03 Entertainment Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills are both explicit and embedded within units of competency. This means that employability skills are:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to employability skills.

CUE03 Entertainment Training Package also seeks to ensure that employability skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF 2007 requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration*.

The AQTF 2007 *Essential Standards for Registration* can be downloaded from < www.training.com.au/aqtf2007>. The following points summarise assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007 *Essential Standards for Registration*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1, for assessor (and trainer) competency requirements.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007

Essential Standards for Registration, Standard 3.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook-available on the AQFAB website < www.aqf.edu.au >.

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

The developers of this Training Package, and DEST, consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact Innovation and Business Industry Skills Council (<http://www.ibsa.org.au>).

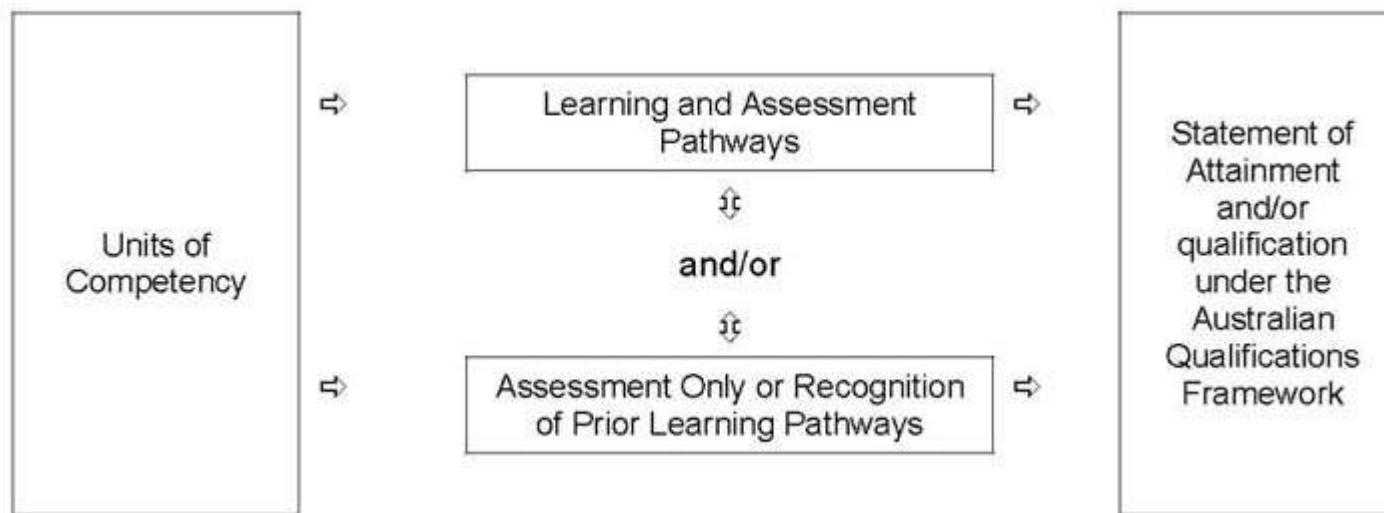
Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of

Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4		<i>Training and assessment is delivered by trainers and assessors who:</i>
	a)	<i>have the necessary training and assessment competencies as determined by the National Quality Council or its successors</i>
	b)	<i>have the relevant vocational competencies at least to the level being delivered or assessed</i>
	c)	<i>continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO's services.</i>

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service < www.ntis.gov.au >. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Assessment Requirements

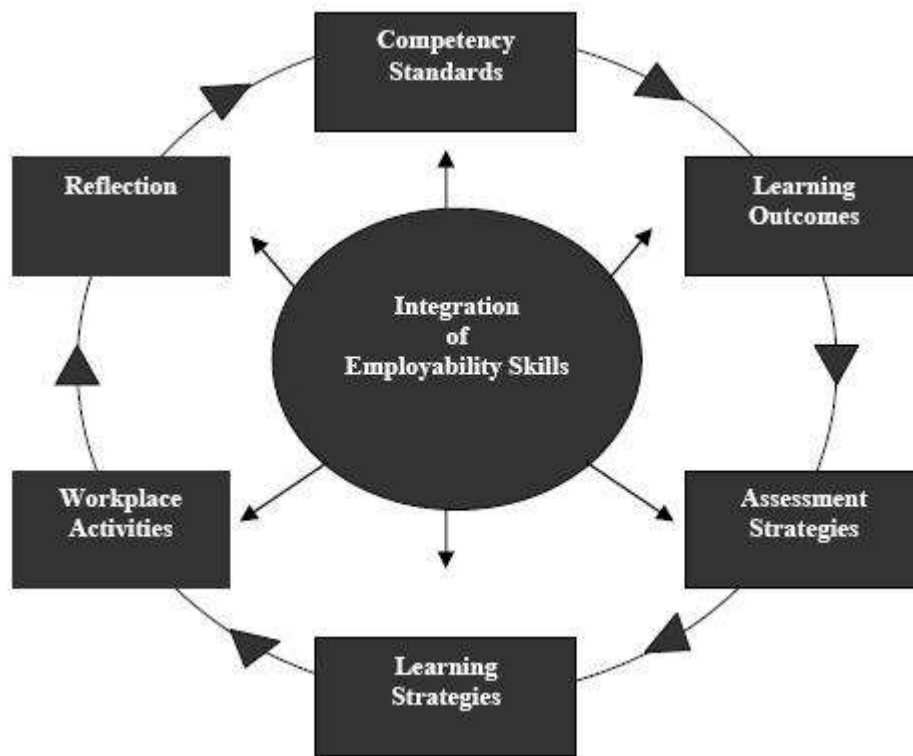
Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

1.5		<i>Assessment, including Recognition of Prior Learning:</i>
	a)	<i>meets the requirements of the relevant Training Package or accredited course,</i>
	b)	<i>is conducted in accordance with the principles of assessment and the rules of evidence, and</i>
	c)	<i>meets workplace and, where relevant, regulatory requirements.</i>

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in Innovation and Business Industry Skills Council Training Packages go to the Innovation and Business Industry Skills Council website at <http://www.ibsa.org.au>.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and

training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Training and Assessment in Remote and Regional Areas

Training and assessing candidates in regional areas presents a range of challenges. These include:

- the lack of numbers allowing the establishment of traditional class sizes
- the physical remoteness of some communities where access to training facilities is limited
- scarcity of teachers with the required industry experience
- scarcity of physical training resources (eg. current and emerging technology).

Some options for overcoming these challenges include:

- partnerships between RTOs to establish classes i.e. programs delivered on a regional rather than local basis
- delivering certain units by distance mode
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs

- use of technology -such as e-mail, Internet or self-paced resources or CD.

Training and Assessment Issues for Schools

Implementation of the Visual Arts and Contemporary Craft Training Package within the school sector, whilst encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessment of students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within screen and media workplaces
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

Some particular options worth exploring are:

- partnerships between schools to enable a sharing of teacher/trainer expertise and access to industry expertise
- partnerships between schools, TAFE colleges and/or private providers
- partnerships between schools and industry
- use of industry-based assessors.

The competency standards provide more detailed guidance for training and assessment purposes as well as examples relevant to each standard, and schools are encouraged to use these guidelines for planning training and assessment.

It is recommended that delivery of qualifications in schools should only include Certificates I and II.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A"Beckett Street Post Office

MELBOURNE VICTORIA 8006

Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact:

Innovation & Business Skills Australia Level 2, Building B, 192 Burwood Road
HAWTHORN VIC 3122

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Web: www.ibsa.org.au

Email: virtual@ibsa.org.au

General Resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to < www.training.com.au/aqtf2007 >

AQTF 2007 Essential Standards for Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

AQTF 2007 User's Guide to the Essential Standards for Registration. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 Standards for Accredited Courses. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 Training and Assessment Training Package. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing*

Tests - Guidelines for designing knowledge based tests for Training Packages.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE (now OTTE) Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	Handle physical elements during bump in/bump out (<i>Planning and organising, problem solving</i>)
Unit Descriptor	This unit describes the skills and knowledge required to assemble, pack and load/unload physical elements under supervision for any production within the cultural industries. (<i>Problem solving, planning and organising, teamwork</i>)
Element	Check condition of physical elements (<i>Problem solving, planning and organising</i>)
Performance Criteria	Identify any repairs required and report to the appropriate personnel for action, using correct documentation as required (<i>Communication, teamwork, problem solving</i>)
Range Statement	Packing/loading techniques may include: • particular ways of handling different equipment • use of protective coverings • use of restraints (<i>Initiative and enterprise, problem solving, planning and organising</i>)
Required Skills and Knowledge	• literacy skills sufficient to read simple work instructions, equipment lists and safety directions (<i>Communication</i>) • numeracy skills sufficient to count/tally equipment and other physical elements (<i>Problem-solving</i>) • ability to work as a member of a production team (<i>Teamwork</i>) • meet deadlines (<i>Self-management</i>) • anticipate and resolve minor equipment set-up problems (<i>Problem-solving</i>) • safe manual handling techniques and the broader safety issues associated with the movement of physical elements (<i>Self-management</i>)
Evidence Guide	The following evidence is critical to the judgement of competence in this unit: • knowledge of safe manual handling techniques for various types of

	equipment (<i>Self-management</i>) • ability to move, pack and load equipment under instruction using safe manual handling techniques (<i>Planning and organising, teamwork, self-management</i>)

Appendices

Appendices

Appendices

Appendix A: VET in Schools

What is VET in Schools?

VET in Schools provides for nationally recognised vocational education and training (VET) based on industry standards undertaken as part of a senior secondary certificate.

Successful completion of a VET in Schools program enables a student to gain a nationally recognised AQF qualification, usually at the same time as the school-based qualification.

How are VET in Schools programs structured?

VET in Schools programs are packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements for VET in Schools programs:

- schools can be a Registered Training Organisation (RTO) in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) can hold RTO status on behalf of a group of schools
- schools can work together in a partnership with an RTO.
- States and territories across Australia package VET in Schools programs differently, according to their senior secondary certificate requirements. Generally schools may offer VET in Schools programs as:
 - stand-alone
 - embedded
 - combination of stand-alone and embedded
 - school-based New Apprenticeship.

Stand-alone refers to the delivery of a VET course or qualification outside of a school subject framework.

Embedding refers to an arrangement whereby VET units of competency are delivered within a general education course, producing both vocational and general education outcomes. This aims to minimise the assessment workload of students by avoiding unnecessary duplication. In some states and territories, embedding is necessary to provide recognition of VET within the senior secondary certificate. In others, stand-alone VET components contribute towards the senior secondary certificate.

Given the considerable variation in the manner in which qualifications and units of competency are used across Australia, the relevant authority in each state and territory will provide advice and guidance as to the specific VET in Schools programs that can be undertaken.

Appropriate Qualifications for VET in Schools

IBSA acknowledges links between schools, businesses and the community, and strongly

supports young people combining schooling with VET and workplace learning.

It is essential that all VET qualifications gained through a VET in Schools program are consistent with the outcomes detailed in the Training Package and achieved by any other provider.

The AQTF Standards for Registered Training Organisations set out minimum competency standards for staff responsible for the delivery of training and the conducting of assessments; and they ensure that VET specialists have skills and competencies consistent with Training Package requirements. All schools using their own teachers for VET delivery must also be aware of the AQTF requirement for assessors to hold relevant vocational competencies, at least equal to that being delivered and assessed, in addition to teaching and assessment competence.

Schools that are RTOs generally deliver Certificate I and II qualifications. Some schools, in most states and territories, may also offer part or all of Certificate III and IV qualifications. However, the delivery of these higher qualifications often requires a partnership arrangement and presents some significant challenges as detailed below.

Schools are encouraged to establish partnerships with industry and effective work placement arrangements to maximise the quality of outcomes for students and industry alike.

Recognition of competence gained through voluntary, part-time or vacation work not directly related to the industry focus of the qualification should also be considered.

Certificates I and II

Certificate I and Certificate II qualifications are the most suitable for use in VET in Schools programs. These qualifications are often preparatory in nature or include skills that can be readily trained and assessed in a school setting. For example, many of the units in Certificate I and II, Information Technology or Business qualifications describe skills that are considered foundation skills for any employment situation. However, even at this level, schools must ensure adequate attention is paid to the effective assessment of competencies dealing with work environment or Employability Skills.

Certificate III

The AQF descriptor for Certificate III qualifications includes performance expectations such as skills transference to new environments and the prospect of potential responsibility for others. A Certificate III qualification is premised on the understanding that it provides a vocational outcome in its own right and stretches beyond 'preparation for work'. It may even reflect a trade outcome. Some Certificate III qualifications, or the units of competency packaged to make up the qualification, also require or assume prerequisite or required knowledge and skills.

For these reasons, effective learning and assessment in a completely institutional environment is extremely difficult to achieve. While some 'technical' skills may be effectively learnt and assessed in an appropriately structured, simulated environment, work environment-related competencies pose significant challenges. In these cases, Statements of Attainment for individual units are usually more appropriate than the award of full qualifications.

Certificate IV

At this AQF level, individuals need to demonstrate competence characterised by a degree of unpredictability, varying contexts, critical appraisal and management of diverse and perhaps

questionable information and the assumption of responsibility for the quality and quantity of one's own work and often the work of others. Some Training Packages consider their Certificate IV graduates to be 'associate professionals and supervisors'.

It is highly unlikely that a full Certificate IV qualification could be achieved in a school environment, other than through a schools-based New Apprenticeship.

Work Placement

Work placement usually involves students spending an extended period of time in a workplace gaining experience and skills, and undergoing an assessment process related to the attainment of a qualification in a specific occupational field.

An essential feature of school–industry programs is that they involve students spending some time learning in a workplace. In recent years an increasing number of effective structured workplace learning programs have made significant progress towards greater workplace integrity for those industry training programs that are delivered predominantly off-the-job. The implementation of Training Packages means that structured workplace learning must be a consideration for all RTOs, not only schools, in the delivery of training programs.

Principles for quality workplace learning

The Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) endorsed the Principles for Quality Workplace Learning for school students engaged in VET programs throughout Australia. All states and territories apply the principles to their work placement programs although the nature and extent of work placement programs varies across states and territories.

The broad MCEETYA principles are documented below:

Quality workplace learning is integrated into a program

- It operates within a framework which provides the opportunity for all students to access it, though not all students may choose to do so; and
- It operates within the context of vocational courses, which are recognised by industry, are responsive to industry needs and forms part of a student's exit credential.

Quality workplace learning is structured

- It has a clearly articulated and documented purpose;
- There are clearly identified and documented learning outcomes for students within accredited programs, which are linked to post-school qualifications;
- They are of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to demonstrate competence according to industry standards of at least level 1 of the AQF;
- There is a matching between the students' skills and interests and the work placements; and
- Students, teachers and employers are thoroughly prepared beforehand so that the expectations and outcomes of the work placement are clearly understood by all parties.

Quality workplace learning is monitored

- The learning is coordinated by personnel with appropriate expertise and adequate resources; and
- Support should be made available to students and employers throughout the course of the work placement.

Quality workplace learning is regulated

- There are clearly stated procedures designed to ensure that:
- Students are protected from moral and physical danger;
- Students work in a non-discriminatory and harassment free environment;
- Students receive appropriate training and instruction in occupational health and safety; and
- Students are not exploited by being continuously engaged in a production or service capacity or used to substitute for the employment of employees and payment of appropriate wages.
- The students are required to understand the roles and responsibilities of employees in the workplace and are expected to follow the directions of the workplace supervisors and the other employees.

Quality workplace learning is assessed

- The assessment, according to industry standards, is of students' competencies achieved in the workplace which contributes to the overall assessment of the program; and
- There are mechanisms for the recording and reporting of students' competencies.

There is a strong correlation between these MCEETYA quality principles and the OECD characteristics of high quality learning programs detailed below.

The major 14-country study entitled *From Initial Education to Working Life: Making Transitions Work* by the OECD identified 10 characteristics of high quality workplace learning programs. These are:

- Work placements that are long enough for real learning to take place.
- Systematic analysis of the training capacity of the workplace, to see what it can realistically supply.
- A formal training plan, setting out what has to be taught and learned, and clarifying the work-based and school-based parts of a student's program.
- Employer involvement in student selection for work placements.
- The presence of a trained program coordinator, able to liaise between the school and the firm and troubleshoot when problems occur.
- The use of qualified, highly competent workers as workplace trainers or mentors.
- Regular face-to-face contact between the coordinators and employers and in-firm supervisors.
- Monitoring of the students on the job by the program coordinator.
- The evaluation of student performance against the training plan at the end of the placement, with the evaluation carried out by the job supervisor and coordinator jointly.
- Deliberate efforts by schools to relate what has been learned at work to students' school-based learning. (OECD, 2000, *From Initial Education to Working Life: Making Transitions Work*. Organisation for Economic Cooperation and Development, Paris.)

Effective work placement is characterised by:

- activities that complement off-the-job learning programs
- clearly articulated and documented purpose
- development of appropriate attitudes towards work
- development of competence in designated industry skills and Employability Skills
- facility for on-the-job practice of skills acquired in a classroom
- flexibility
- learning in a range of behaviours appropriate to the relevant industry
- opportunities for work-based assessment
- regular and frequent use of current technology and equipment
- relevance to the VET qualification being undertaken
- recognition of student readiness
- support of industry partners.

Beyond the above, a number of other provisions are necessary for a successful work placement program. The credibility of work placements and any resultant recognition of competence requires a degree of ‘seriousness’ if the outcomes are to be valued by individuals and industry clients of the VET system.

It is suggested that stakeholders involved in the planning and management of work placements carefully consider and implement the following general principles:

- That the RTO assume responsibility for finding placements and validating the arrangements.
- That the workplace has the appropriate resources, tools and staff to conduct the placement with compliance to any legislative requirements.
- That there be regular validation by the RTO that the student and assessor, where relevant, are operating according to RTO AQTF standards.
- That a student on work placement must be covered by injury insurance.
- That there is a formal contract setting out each party’s responsibilities and obligations.
- That the workplace must have on site a qualified workplace trainer and assessor in ‘direct line’ control of the student (to avoid training and assessment by ‘proxy’).
- That if the placement is for assessment only then there must be clearly documented assessment tasks specifically related to the unit being assessed and evidence retained to support achievement of competence (for both best practice recording purposes and audit/appeal).
- That if the placement also includes training then any ‘academic pass’ cannot be bestowed prior to the placement as clearly all of the learning components have not been undertaken nor can they be assessed in advance if they have not been learned.
- That the training be directly related to achievement of competence while recognising the likely acquisition of other skills and knowledge.
- That where assessment occurs it be clearly related to a unit of competency relevant to the work placement.
- That where more than one performance criteria (possibly over more than one unit) is being assessed there must be a clearly linked and documented relationship between the

assessment and the PC.

- That the qualifications level be appropriate in context i.e. if it is advanced programming there must be an advanced programming task observed and assessed
- That the actual variables of the PC be documented for audit purposes and for verification of appropriateness of the range in the work placement.

In some state and territory school systems, part-time student work in an appropriate workplace may be used to fulfil work placement requirements and virtual/simulated work placements may also be legitimate.

Appendix B: Training and Assessment for People with Specific Needs

Disability Standards for Education were formed under the Disability Discrimination Act 1992 and were introduced in August 2005; they clarify the obligations of education and training providers to ensure that students who have a disability are able to access and participate in education without experiencing discrimination.

DEST provides further information in the Disability Standards for Education 2005 Guidance Notes, accessible via the DEST website

(www.dest.gov.au/NR/rdonlyres/11D73DAB-5477-42F2-AB39-BE2F5BD9BC04/15407/DisabilityStandards_GuidanceNotes_004_screen.pdf).

Good vocational education and training and assessment are often about making adjustments to what we do to meet the learning support needs of individuals. The information provided in this section is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

According to the 2003 Australian Bureau of Statistics (ABS) Survey of Disability, Ageing and Carers (SDAC) section on education and employment:

- ‘In 2003, one in four people (24%) aged 15–64 years with a profound or severe core-activity limitation, who were living in households, had completed Year 12. This compares to half (49%) of those without a disability. People with a profound or severe core-activity limitation were less likely to have completed a diploma or higher qualification (14%) than those without a disability (28%).’

Employment-related findings, for people aged 15–64 years living in households, from the 2003 SDAC include:

- those with a profound level of core-activity limitation had a much lower labour force participation rate (15%) than people without a disability (81%)
- people with a disability who were employed were more likely to work part-time (37%) than those who were employed and did not have a disability (29%)
- people employed in agriculture, forestry and fishing (16%) had a relatively high disability rate compared to the overall rate for those employed (11%).’

Clearly there is much work still to be done to ensure people who have a disability are able to participate in vocational education and training and employment as fully as possible.

What is a disability?

A disability presents some impairment to everyday activity. Some people with a disability do

not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments. While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.

A disability may affect or relate to a range of human functions including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illness or birth.

According to the 2003 Australian Bureau of Statistics (ABS) Survey of Disability, Ageing and Carers (SDAC):

- ‘one in five people in Australia (3,958,300 or 20.0%) had a reported disability. This rate was much the same for males (19.8%) and females (20.1%). Disability was defined as any limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. Examples range from hearing loss which requires the use of a hearing aid, to difficulty dressing due to arthritis, to advanced dementia requiring constant help and supervision.’

The ABS SDAC 2003 information also tells us that:

- ‘15.2% (600 300) of people with a disability reported that the cause of their main health condition was accident or injury, 14% (557 300) that it was disease, illness or heredity, and 11% (423,500) that it was "Working conditions, work or over-work".’
- Health conditions can also be acquired through sporting accidents, repetitive or over-use through regular or sporting activities, or the daily activities of life.
- There are many resources available that provide information on how to adjust training and assessment for someone who has a disability; some of these are listed below.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards employers and training providers expect. Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Training and assessment can be made more appropriate and fair for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies who can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a ‘person who has an intellectual disability’ and an ‘intellectually disabled person’. A person who has an intellectual disability could also be identified by a range of equally important characteristics – height, age, sporting interests.

However, an intellectually disabled person refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- adjustments may only need to be temporary – i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- adjustments may need reinforcing – when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
- adjustments may need improving – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:

- performance indicators – training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- independent support – a third party independent of the training and/or assessment environment may need to be involved
- experimentation – if existing adjustments are not proving satisfactory, creative solutions may be needed
- continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEST website has information about the Disability Coordination Officer Programme, which 'provides information, co-ordination and referral services for people with a disability interested in or enrolled in post-school education and training' (www.dest.gov.au).

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of Disability	Reasonable Adjustment

Acquired brain injury:	memory aids (posters, notes etc.) minimise stress reflective listening skills time and patience.
Hearing impairment:	audio loops for people using hearing aids plain English documents fire and alarm systems with flashing lights sign language interpreters telephone typewriters.
Intellectual disability:	additional time assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) mentors plain English documents practical learning sessions repetition of learning exercises.
Mobility impairment:	access to aids such as for holding documents adjustable tables lifting limits note taking support oral rather than written presentations personal computer wheelchair access.
Psychiatric disability:	identification and avoidance of stresses ongoing rather than formal assessments reflective listening skills 'time-out' breaks in assessment.
Speech impairment:	summarise information minimise stress time and patience written rather than verbal opportunities.

Vision impairment:	additional writing time for assignments/tests audio tapes Braille translations enlarged computer screen images enlarged text and images good lighting or reading lamps guide dog provision informing the person before moving furniture voice synthesisers on computers.

Sources of support for employment, training and assessment

There are many sources to support in the employment, training and assessment of a person who has a disability; some of these are listed below.

Association of Competitive Employment (ACE) National Network

ACE represents agencies who deliver open employment services for people who have a disability.

PO Box 5198
 Alphington VIC 3078
 Ph: (03) 9411 4033
 Fax: (03) 9411 4053
 Email: info@acenational.org.au
 Website: www.acenational.org.au

Australian Disability Clearinghouse on Education and Training (ADCET)

ADECT provides information about inclusive post secondary education and training teaching, learning and assessment strategies and support services for people who have a disability.

ADCET
 Locked Bag 1335
 Launceston TAS 7250
 Ph: (03) 6324 3787
 Fax: (03) 6324 3788
 Website: www.adcet.edu.au

Australian Association of the Deaf

PO Box 1083
 Stafford QLD 4053
 Ph: (07) 3357 8266
 Fax: (07) 3357 8377
 TTY: (07) 3357 8277
 Email: aad@aad.org.au
 Website: www.aad.org.au

Australian Federation of Deaf Societies

PO Box 1060

Parramatta NSW 2124

Ph: (02) 8833 3615

Fax: (02) 9893 8333

TTY: (02) 9893 8858

Australian Federation of Disability Organisations

Australian Federation of Disability Organisations

247 Flinders lane

Melbourne VIC 3000

Ph: (03) 9662 3324

Fax: (03) 9662 3325

Email: office@afdo.org.au

Website: www.afdo.org.au

Blind Citizens Australia

PO Box 24

Sunshine VIC 3020

Ph: (03) 9372 6400

Fax: (03) 9372 6466

TTY: (03) 9372 9275

Freecall: 1800 033 660

Email: bca@bca.org.au

Website: www.bca.org.au

Brain Injury Australia

PO Box 82

Mawson ACT 2607

Ph: (02) 6290 2253

Fax: (02) 6290 2252

Email: bianational@apex.net.au

Carers Australia

PO Box 73

Deakin West ACT 2600

Ph: (02) 6122 9900

Fax: (02) 6122 9999

Email: caa@carersaustralia.com.au

Website: www.carersaustralia.com.au

Commonwealth Disability Services Program Contacts

<http://www.facs.gov.au> or by telephone:

New South Wales (02) 263 3818

Victoria (03) 9285 8523

South Australia (08) 8236 6111

Northern Territory (08) 8946 3555

Queensland (07) 3360 2800

Western Australia (08) 9346 5311

Tasmania (03) 6221 1411

ACT (02) 6274 5206

Deafness Forum of Australia

The forum coordinates the annual National Hearing Awareness Week, held in the last complete week of August.

218 Northbourne Avenue
Braddon ACT 2612
Ph: (02) 6262 7808
Fax: (02) 6262 7810
TTY: (02) 6262 7809
Email: info@deafnessforum.org.au
Website: www.deafnessforum.org.au
Website: www.hearingawareness.org.au

Mental Health Foundation Australia

270 Church St
Richmond VIC 3121
Ph: (03) 9427 0407
Fax: (03) 9427 1294
Email: admin@mhfa.org.au
Website: www.mhfa.org.au

National Council on Intellectual Disability

PO Box 771
Mawson ACT 2607
Ph: (02) 6296 4400
Fax: (02) 6296 4488
Email: ncid@dice.org.au
Website: www.dice.org.au

National Ethnic Disability Alliance

PO Box 381
Harris Park NSW 2150
Ph: (02) 9687 8933
Fax: (02) 9635 5355
TTY: (02) 9687 6325
Website: www.neda.org.au

Physical Disability Council of Australia Ltd

PO Box 77
Northgate QLD 4013
Ph: (07) 3267 1057
Fax: (07) 3267 1733
Email: pdca@pdca.org.au
Website: www.pdca.org.au

SANE Australia

PO Box 226
South Melbourne VIC 3205
Ph: (03) 9682 5933
Fax: (03) 9682 5944
Freecall: 1800 18 SANE
Email: info@sane.org

Email: helpline@sane.org

Website: www.sane.org

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Sydney NSW 2001

Ph: (02) 8206 6000

Email: mail@standards.org.au

Website: www.standards.org.au

Women with Disabilities Australia (WWDA)

PO Box 605

Rosny Park TAS 7018

Ph: (03) 6244 8288

Fax: (03) 6244 8255

Email: wwda@ozemail.com.au

Website: www.wwda.org.au

Appendix C: Assessment for Indigenous Organisations

Development of the Certificate IV in Governance (Indigenous Organisations) and Diploma of Indigenous Governance qualifications were undertaken because of a widespread concern within the Aboriginal and Torres Strait Islander community that training for Boards of Management was urgently needed and that training should be:

- relevant to the diverse needs of a wide range of Aboriginal and Torres Strait Islander organisations
- culturally appropriate in its form and content
- community-driven
- accredited.

The units of competency and Assessment Guidelines for these qualifications were developed in consultation with Aboriginal and Torres Strait Islander organisations throughout the country. They reflect the broad spectrum of Aboriginal and Torres Strait Islander organisations and, equally importantly, address in both form and content the unique cultural context in which those organisations operate.

To effectively meet the needs of Aboriginal and Torres Strait Islander Boards of Management, Aboriginal and Torres Strait Islander people have expressed concern about the

importance of developing assessment processes along appropriate lines.

There are four main areas of concern:

- diversity
- cultural appropriateness
- community control
- accreditation.

Diversity

The term diversity is used to emphasise the wide range of opinion, aspirations, community circumstances, cultural practices, geographic locations, and social, economic and political conditions that exist throughout Australia and the need to guard against assumptions that all communities are the same.

One approach is to distinguish between remote, rural and urban settings. These settings suggest differences that may be relevant to Aboriginal and Torres Strait Islander organisations, including:

- culture
- language
- history
- social make up
- geography
- social and economic infrastructure
- economy
- political structure.

These factors suggest that training and assessment, in order to be relevant to the needs of any particular Aboriginal and Torres Strait Islander organisation, should address each situation as unique.

Cultural appropriateness

The term culture is used in a broad sense in this context: it refers to:

- values, social beliefs and customs e.g. Aboriginal and Torres Strait Islander law, land and family and kinship systems
- protocols of behaviour and interaction e.g. cultural authority, gender, kinship
- ways of thinking e.g. learning styles
- language, both traditional and Aboriginal English
- lifestyles
- local history
- location e.g. region and place.

A particularly important aspect of cultural appropriateness is that of learning styles. There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment.

It is understood that Aboriginal and Torres Strait Islander people may:

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communications to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- have a highly developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognises, adopts and practises appropriate delivery and assessment approaches.

Non-Aboriginal and Torres Strait Islander trainers and assessors need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and assist with assessment of relevant protocols, for example, where required.

There are a number of ways a Registered Training Organisation (RTO) can establish and maintain culturally appropriate training and assessment practices, including:

- ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
- as a mainstream (non-Indigenous) RTO, establish auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
- ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

Community control

The term community control is synonymous with self-determination, self-management, etc. and underpins most community aspirations. It is of fundamental concern to people who see themselves as having been dispossessed by colonisation.

The essence of control is control of decision-making. In order to be able to do this, people need all relevant information, relevant competencies and recognition of their own structures and processes.

Among other things, Aboriginal and Torres Strait Islander people seek control over their training. It is necessary, therefore, that they participate in all stages of planning, development, delivery and evaluation, in meaningful ways. One way is for communities to have control of the contract for training initiatives.

It is important that training providers and assessors respect and conform to the practice of community control which underpins this field within the CUF07 Screen and Media Training Package.

Accreditation

Aboriginal and Torres Strait Islander people have said for a long time that their involvement in training has not been formally recognised and that many of the skills they utilise in

managing their organisations and delivering services to their communities have not been valued.

The first issue may have arisen because much of the training that has been delivered to communities has been customised to particular situations, has not been assessed on an individual basis if at all, and has been delivered by unregistered personnel.

Secondly, until this time, recognition of current competence (RCC) has been under-utilised.

The Governance (Indigenous Organisations) domain of the BSB07 Business Services Training Package has been developed to meet the diverse needs of community organisations. Individuals may demonstrate competence in complete units of competency through formal training, informal training or the recognition of current competencies/skills, resulting in qualifications/Statements of Attainment being awarded as appropriate.

In the community group setting, an important feature of likely relevance for assessment is that participants may vary with respect to previous education and training experience and possess diverse skills in literacy and/or numeracy.

However, diverse numeracy and literacy skills are not a barrier to sophisticated thought, and care must be taken not to employ assessment strategies that rely on numeracy and literacy skills where they are not intrinsically required by the unit of competency being assessed.

A flexible approach to assessment and qualifications will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the BSB07 Business Services Training Package.

Assessment in Aboriginal and Torres Strait Islander Communities

The assessment of the units of competency for Board members of Aboriginal and Torres Strait Islander organisations needs to take account of a number of particular features. These include:

- Board members being a widely dispersed group of people, located in remote, rural, urban and metropolitan settings
- Board members being people who have not had relevant competence/skills formally recognised
- work involving a wide range of operational areas e.g. health, housing, employment, legal services
- Board membership being on a voluntary basis
- work practices, including Board functions, that may operate largely or partially upon culturally prescribed values, behaviour (protocols) and consensus-style decision-making
- strong commitment to community as the protector of culture, necessitating participation of the community at all times.

The guiding principles that underpin assessment include:

- assessment should be transparent i.e. clearly seen and understood by the candidate and others
- assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
- any Board members or prospective Board members should have opportunities to demonstrate their competence/skills

- Board activities may be used as the context for assessment where possible (known as on-the-job assessment or workplace assessment); there may also be opportunities to include evidence from other relevant situations
- assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community knowledge and skills
- assessments must provide constructive feedback to candidates and support for further competency development
- assessments must provide a Statement of Attainment or qualification listing the units of competency achieved
- records of candidate achievement maintained by the RTO must record the Statement of Attainment listing the units of competency achieved or qualifications achieved as required by the AQTF
- a record of demonstrated competencies will assist in role clarification and performance appraisals in the workplace.

Given the importance of the assessment to the candidate and the Board, the assessor must make every effort to ensure that assessment is conducted with the highest level of professionalism and integrity.

Units of competency with a cultural content, including the following of local protocols, will require knowledge of these cultural matters by the assessor. As these matters are often governed by local rules of access to such knowledge, only those people with the knowledge can genuinely assess these aspects of the competency or provide guidance on their assessment.

Discussion must take place with the community and agreement reached on how these matters are assessed. For non-Aboriginal RTOs, this will usually mean the use of auspice arrangements with appropriate people or knowledge experts, identified by the community.

It should also be noted that for Aboriginal and Torres Strait Islander people being assessed, these aspects of competency will almost invariably have been attained through life experience. This must also be taken into account in the assessment procedures relating to cultural matters.

Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning of the unit of competency or the elements of competency.

Candidates must be informed of the right to access grievance procedures.

Appendix D: Access and Equity Resources

For supporting resources, regularly check DEST publications, and also refer to ANTA publications: http://www.dest.gov.au/common_topics/publications_resources/

Legislation

Racial Discrimination Act 1975: scaleplus.law.gov.au/html/pasteact/0/47/top.htm

Disability Discrimination Act 1992 (DDA): scaleplus.law.gov.au/html/pasteact/0/311/

top.htm

Human Rights and Equal Opportunity Commission: www.hreoc.gov.au

Working with diversity – AQTF supporting resources

Working with Diversity: A Guide to Equity and the AQTF

Working with Diversity: Quality Training for People with a Disability

Working with Diversity: Quality Training for Indigenous Australians

Language and literacy

Adult literacy: literacynet.dest.gov.au

Indigenous

Australian Government Indigenous Portal: www.indigenous.gov.au

Indigenous Education Online: <https://indigo.dest.gov.au>

Indigenous Education Consultative Bodies (IECB): Contact State and Territory Authorities or telephone 1800 800 821; or go to www.dest.gov.au/sectors/indigenous_education/organisation_contacts

Partners in a Learning Culture – National Strategy and Blueprint for Implementation available from DEST (ANTA publication): http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/partners_in_a_learning_culture_a_blueprint.htm

Disability

Australian Disability Clearinghouse on Education and Training (ADCET): www.adcet.edu.au

Disability employment agencies: Contact State and Territory offices of Department of Family and Community Services for details of local disability employment agencies; or go to: www.facs.gov.au/internet/facsinternet.nsf/disabilities/services-cdes.htm

Women

Women Shaping our Future available from DEST (ANTA publication): http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/women_shaping_our_future.htm

Equal Opportunity in the Workplace Agency (EOWA): www.eowa.gov.au

CUE20103 Certificate II in Live Production, Theatre and Events

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected and inclusion of additional units was required in Packaging Rules. Unit Grid updated accordingly.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of individuals who perform a range of mainly routine tasks and who work under direct supervision. It is a flexible entry-level qualification, which can be customised to meet a broad range of industry needs.

Job roles

- Front of house assistant in small venue
- Lighting/audio/staging assistant.
-

Pathways Information

Pathways into the qualification

Candidates may enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

National Code of Practice for Induction for Construction Work

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007).

Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction and Plumbing Integrated Framework Training Package fulfils this requirement.

Information on occupational licensing and its intersection with vocational education and training can be found in Licensing Line News at www.licensinglinenews.com.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• providing information to patrons in a venue • checking tickets for validity • selling tickets and other items • greeting patrons • completing workplace documentation in relation to financial transactions • passing on key safety information to colleagues
Teamwork	• working as a team member in an entertainment venue in a variety of roles, e.g. ushering patrons, handling sales • sharing information with colleagues • checking safety procedures with other team members
Problem-solving	• dealing with queues in venues • seating patrons who arrive late or who have special needs • identifying safety issues and reporting them to appropriate person
Initiative and enterprise	• investigating discrepancies when reconciling financial takings • being proactive in identifying needs of patrons in a venue

Planning and organising	- ensuring the patrons are seated in adequate time before the start of a performance - organising reconciliation of financial takings - organising work tasks to ensure safety
Self-management	- following workplace procedures, particularly in relation to OHS - maintaining personal safety standards - acting within the scope of job role
Learning	- keeping up to date with industry developments - keeping up to date with services and facilities in venues
Technology	- using point of sale technology - using the internet as a source of information about the industry

Packaging Rules

Total number of units = 9

1 core unit

6 Group A units

2 elective units

The **2 elective units** may be selected from the remaining **Group A** and/or **Group B units** listed below or any endorsed Training Package. **1 of these elective units** may be selected from any accredited course.

Elective units must be relevant to the work outcome and local industry requirements and be at an appropriate qualification level.

Core unit

OHS

BSBOHS201A Participate in OHS processes

Group A units (specialist)

Art and construction

CUEPRP03B Apply a general knowledge of props construction

CUFPRP201A Repair, maintain and alter props

CUESCE05B Apply a general knowledge of scenic art

CUFSC201A Prepare and prime scenic art cloths

CUFSC202A Repair, maintain and alter scenic art

CUESET05C Apply set construction techniques

Audio/sound

CUESOU07B Apply a general knowledge of audio to work activities

CUSSOU201A Assist with sound recordings

Cinema projection

CUECIN01C Receive and assemble film

CUECIN02C Prepare film for screening

CUECIN03C Screen the film

CUECIN04C Prepare film for dispatch

CUECIN05C Maintain projection equipment

Costume

LMTCL1001B Produce a simple garment

LMTML1001A Make a simple headpiece

Digital content and imaging

CUFDIG201A Maintain interactive content

Event Management

SITX EVT002A Provide event staging support

Front of house

CUEFOH03C Provide seating and ticketing advice

CUEFOH04C Usher patrons

CUEFOH07B Process financial transactions

CUEFOH08B Process incoming customer orders

CUEFOH09B Provide venue information and assistance

Industry context

BSBSUS201A Participate in environmentally sustainable work practices

CUEIND01D Source and apply entertainment industry knowledge

CUECOR01C Manage own work and learning

CUECOR02C Work with others

CUECOR03B Provide quality service to customers

CUFIND201A Develop and apply creative arts industry knowledge

Lighting

CUFLGT101A Apply a general knowledge of lighting to work activities

Marketing

CUSMKG301A Assist with the promotion of creative acts

Props

CUEPRP03B Apply a general knowledge of props construction

CUFPRP201A Repair, maintain and alter props

Research and innovation

CUFRES201A Collect and organise content for broadcast or publication

Scenic art

CUESCE05B Apply a general knowledge of scenic art

CUFSCE201A Prepare and prime scenic art cloths

CUFSCE202A Repair, maintain and alter scenic art

Sets

CUESET05C Apply set construction techniques

Staging

CUESTA05C Apply a general knowledge of staging to work activities

CUESTA06B Apply a general knowledge of theatrical rigging

Technical general

CUETGE15B Handle physical elements safely during bump in/bump out

CUETGE05C Maintain physical production elements

Vision systems

CUEAUD06B Apply a general knowledge of vision systems to work activities

CUFCAM201A Assist with a basic camera shoot

Group B units

Arts administration and management

CUVADM11B Work within an arts organisation context

Event management

SITXCOM006A Address protocol requirements

First aid

HLTFA201A Provide basic emergency life support

Front of house

SITXCCS001A Provide visitor information

WRRLP2B	Minimise theft
WRRS1B	Sell products and services
WRRS2B	Advise on products and services

Industry context

BSBCMM201A	Communicate in the workplace
BSBDIV301A	Work effectively with diversity

Information technology

BSBITU201A	Produce simple word processed documents
BSBITU202A	Create and use simple spreadsheets
BSBWOR204A	Use business technology
ICAU2006B	Operate computing packages

OHS

CPCCOHS1001A	Work safely in the construction industry

Research and innovation

CUVICS01B	Contribute to workplace improvements
CUVICS02B	Share ideas in the workplace

Sustainability

BSBSUS201A	Participate in environmentally sustainable work practices

Technical general

CPCCCA2001A	Handle carpentry materials
CPCCCA2002A	Use carpentry tools and equipment
CPCCCM1003A	Plan and organise work
CPCCCM1005A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCCM3001A	Operate elevated work platforms
CPCCPD2002A	Use painting and decorating tools and equipment
CPCCSF2001A	Handle steel fixing materials
CPCCSF2003A	Cut and bend materials using oxy-LPG equipment
CPCCVE1001A	Undertake a basic construction project
CUVCOR07B	Use drawing techniques to represent the object or idea
LMTCL2001B	Use a sewing machine
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations

MEM05001B Manual soldering/desoldering - electrical/electronic components

MEM05012C Perform routine manual metal arc welding

MEM05050B Perform routine gas metal arc welding

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. The following examples are designed to assist in the selection of appropriate electives for particular outcomes at this level, but they are in no way prescriptive.

Front of house assistant in small venue

Core unit plus:

- CUECOR02C Work with others
- CUECOR03C Provide quality service to customers
- CUEFOH04C Usher patrons
- CUEFOH07B Process financial transactions
- CUEFOH09B Provide venue information and assistance
- CUEIND01D Source and apply entertainment industry knowledge
- SITXCCS001A Provide visitor information
- WRRS1B Sell products and services

Lighting/audio/staging assistant

- CUEAUD06B Apply a general knowledge of vision systems to work activities
- CUECOR02C Work with others
- CUEIND01D Source and apply entertainment industry knowledge
- CUFLGT101A Apply a general knowledge of lighting to work activities
- CUESOU07B Apply a general knowledge of audio to work activities
- CUESTA05C Apply a general knowledge of staging to work activities
- CUETGE15B Handle physical elements safely during bump in/bump out
- MEM18001C Use hand tools

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

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Inclusion of additional advice in Licensing/Regulatory Information. Typographical error corrected, inclusion of additional units and code identified change was required in Packaging Rules. Unit Grid updated accordingly.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification is designed to reflect the role of individuals who work in technical production areas, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations.

This qualification is very flexible and designed to meet a broad range of industry needs. It includes a general option to reflect the need for multi-skilling plus specialised streams for specific job outcomes (e.g. for audio, lighting).

Pathways Information

Pathways into the qualification

- CUE20103 Certificate II in Live Production, Theatre and Events

Pathways from the qualification

- CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)
-

Licensing/Regulatory Information

Licensing, Legislative, Regulatory or Certification Considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Electrical work

In some states and territories of Australia, a restricted electrical licence is required. Restricted electrical licences allow a person to carry out electrical work incidental to a trade. Incidental work may include fault-finding on equipment or changing like for like equipment by disconnecting and reconnecting the fixed wiring. It does not include any other changes to the fixed wiring.

National Standard for Licensing Persons Performing High Risk Work

The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels.

CPCCLDG3001A Licence to perform dogging

CPCCLRG3001A Licence to perform rigging basic level

CPCCLRG3002A Licence to perform rigging intermediate level

CPCCLRG4001A Licence to perform rigging advanced level.

National Code of Practice for Induction for Construction Work

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007).

Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction and Plumbing Integrated Framework Training Package fulfils this requirement.

Information on occupational licensing and its intersection with vocational education and training can be found in Licensing Line News at www.licensinglinenews.com.

Entry Requirements

Not applicable.

Employability Skills Summary

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

The following table contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	- interpreting production documentation, e.g. lighting and staging instructions - completing workplace documentation - explaining production requirements to other personnel - clarifying production requirements with supervisor - passing on key safety information to colleagues.
Teamwork	- liaising with colleagues and supervisors during set-up and production - completing installation tasks as a member of a team - checking safety procedures with other team members.
Problem-solving	- basic troubleshooting and maintenance of lighting equipment - adjusting position of lighting equipment - responding to equipment malfunction during performance - identifying safety issues and reporting them to appropriate person.
Initiative and enterprise	identifying problems with equipment/staging elements quickly and taking appropriate action.
Planning and organising	- collecting information needed to record a series of lighting cues - playing lighting cues in correct sequence - testing equipment in advance to ensure working order - positioning and placing equipment/set pieces ready for installation - working with cue documentation and calculating timings - organising work tasks to ensure safety.
Self-management	- developing personal time management skills - following workplace procedures, particularly in relation to OHS, e.g. ensuring electrical safety - acting within the scope of job role - maintaining personal safety standards.
Learning	- identifying own learning needs in consultation with appropriate personnel - keeping up to date with industry developments.
Technology	testing and operating digital lighting consoles.

Packaging Rules

Total number of units = 11

4 core units plus

7 elective units

At least **4 of the elective units** must be selected from the elective units listed below.

The remaining **3 elective units** may be selected from the elective units listed below or any currently endorsed national Training Package. **2 of these electives** may be selected from any accredited course.

Elective units must be relevant to the work outcome and local industry requirements and be at an appropriate qualification level.

Core Units

Health, safety and security

BSBOHS201A Participate in OHS processes

Industry practice

CUECOR01C Manage own work and learning

CUECOR02C Work with others

CUEIND01D Source and apply entertainment industry knowledge

Elective Units

Audio

CUESOU03C Operate professional audio equipment

CUESOU07B Apply a general knowledge of audio to work activities

CUESOU08B Select and manage microphone and other audio input sources

CUESOU09B Manage and compile audio replay material

CUSSOU303A Set up and disassemble audio equipment

Lighting

- CUFLGT302A Record and operate standard lighting cues
- CUFLGT101A Apply a general knowledge of lighting to work activities
- CUFLGT301A Prepare, install and test lighting equipment
- MEM18001C Use hand tools

Staging

- CUESTA01C Install staging elements
- CUESTA02C Operate staging elements
- CUESTA05C Apply a general knowledge of staging to work activities
- CPCCLDG3001A Licence to perform dogging
- CPCCLRG3001A Licence to perform rigging basic level
- CPCCLRG3002A Licence to perform rigging intermediate level
- CPCCLRG4001A Licence to perform rigging advanced level
- CPCCOHS1001A Work safely in the construction industry
- CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
- MEM18001C Use hand tools

Vision Systems

- CUEAUD02C Prepare, rig, test and modify vision systems
- CUEAUD03C Operate vision systems
- CUEAUD06B Apply a general knowledge of vision systems to work activities
- MEM18001C Use hand tools

Sustainability

- BSBSUS201A Participate in environmentally sustainable work practices

Selecting Elective Units for Different Outcomes

The context for this qualification varies and this must guide the selection of elective units. An example of appropriate elective units for a particular outcome follows.

Venue Operations Team Member

- CUECOR03B Provide quality service to customers
- CUEFOH04C Usher patrons
- CUEFOH07B Process financial transactions
- CUEFOH09B Provide venue information and assistance
- CUELGT09B Apply a general knowledge of lighting to work activities
- CUESTA05C Apply a general knowledge of staging to work activities
- CUETGE15B Handle physical elements safely during bump in/bump

out

Casual Technician

- CUEAUD06B Apply a general knowledge of vision systems to work activities
- CUFLGT101A Apply a general knowledge of lighting to work activities
- CUESTA05C Apply a general knowledge of staging to work activities
- CUESTA06B Apply a general knowledge of theatrical rigging
- CUETGE15B Handle physical elements safely during bump in/bump out
- CUFLGT301A Prepare, install and test lighting equipment
- MEM18001C Use hand tools

CUE30303 Certificate III in Venues and Events (Customer Service)

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected and code identifier changes were required in Packaging Rules. Unit Grid updated accordingly.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of individuals who apply a broad range of competencies in a range of customer service contexts in the entertainment industry. In carrying out their duties they are expected to use some discretion and judgement supported by relevant theoretical knowledge.

Job roles

- Box office assistant
- Bar attendant in a small venue.
-

Pathways Information

Pathways into the qualification

Candidates may enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	- explaining restrictions to customers - checking ID in restricted areas - communicating with customers/patrons from diverse cultural backgrounds - selling tickets and other items - passing on key safety information to colleagues
Teamwork	- providing information to colleagues about crowd size/movement - working as a team member in an entertainment venue in a variety of roles, e.g. ushering patrons, operating the bar - sharing information with colleagues - checking safety procedures with other team members - showing sensitivity to cultural and social differences when communicating with others
Problem-solving	- dealing with queues in venues - dealing with difficult customers - seating patrons who arrive late or who have special needs - identifying safety issues and reporting them to appropriate person
Initiative and enterprise	- dealing effectively with potentially difficult situations, e.g. having to confiscate restricted items for the duration of the performance - investigating discrepancies when reconciling financial takings
Planning and organising	- completing crowd and safety/security checks on a regular basis - organising reconciliation of financial takings

	organising work tasks to ensure safety
Self-management	- following workplace procedures, particularly in relation to OHS - maintaining personal safety standards - acting within the scope of job role
Learning	keeping up to date with industry developments
Technology	- using point of sale technology - using the internet as a source of information about the industry

Packaging Rules

Total number of units = 12

6 core units

3 Group A units

3 elective units

The **3 elective units** may be selected from the remaining **Group A** and/or **Group B units** listed below or any endorsed Training Package. **2 of these elective units** may be selected from any accredited course.

Elective units must be relevant to the work outcome and local industry requirements and be at an appropriate qualification level.

Core units

Health, safety and security

BSBOHS201A Participate in OHS processes

Industry practice

BSBDIV301A Work effectively with diversity

CUECOR02C Work with others

CUECOR03C Provide quality service to customers

CUECOR04B Deal with conflict and resolve complaints

CUEIND01D Source and apply entertainment industry knowledge

Group A units (specialist)

CUEFOH03C Provide seating and ticketing advice

CUEFOH04C Usher patrons

CUEFOH07B Process financial transactions

CUEFOH08B Process incoming customer orders

CUEFOH09B Provide venue information and assistance

CUEFOH10B Monitor entry to a venue

SITXEVT002A Provide event staging support

SITTVAF002A Provide a briefing or scripted commentary

WRRLP2B Minimise theft

WRRS1B Sell products and services

WRRS2B Advise on products and services

Group B units**Business administration and management**

BSBINM301A Organise workplace information

BSBITU202A Create and use simple spreadsheets

BSBITU306A Design and produce business documents

BSBITU307A Develop keyboarding speed and accuracy

BSBITU309A Produce desk top published documents

BSBITU301A Create and use databases

BSBITU302A Create electronic presentations

CUVADM11B Work within an arts organisation context

CUVADM12B Work with arts professionals in an arts organisation

Event management

SITXCOM006A Address protocol requirements

SITXEVT001A Develop and update event industry knowledge

SITXEVT004A Coordinate on-site event registrations

SITXEVT005A Organise in-house functions

Finance

BSBFIA302A Process payroll

BSBFIA303A Process accounts payable and receivable

BSBFIA304A Maintain a general ledger

SITXFIN002A Maintain financial records

Industry practice

BSBSUS201A Participate in environmentally sustainable work practices

CUECOR01C Manage own work and learning

CUEIND03B Integrate accessibility principles into work practices

CUFIND201A Develop and apply creative arts industry knowledge

CUVICS03B Develop innovative ideas at work

Marketing

CUEMAR01C Assist with marketing

OHS

HLTFA201A Provide basic emergency life support

HLTFA301B Apply first aid

Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Training

TAADEL301C Provide training through instruction and demonstration of work skills

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. The following examples are designed to assist in the selection of appropriate electives for particular outcomes at this level, but they are in no way prescriptive.

Box office assistant

Core units plus:

- CUEFOH03C Provide seating and ticketing advice
- CUEFOH07B Process financial transactions
- CUEFOH08B Process incoming customer orders
- CUEFOH10B Monitor entry to a venue
- CUEFOH04C Usher patrons
- WRRS1B Sell products and services

Bar attendant in a small venue

- CUEFOH07B Process financial transactions
- CUEFOH10B Monitor entry to a venue
- CUEFOH4C Usher patrons
- SITHFAB001B Clean and tidy bar areas
- SITHFAB002B Operate a bar
- SITHFAB009A Provide responsible service of alcohol

CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected, inclusion of additional unit and code identified change were required in Packaging Rules. Unit Grid updated accordingly.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of individuals working in technical areas who apply a broad range of skills including evaluation and planning, and who may provide leadership and guidance to others, with some responsibility for group outcomes.

This qualification is flexible and designed to meet a broad range of industry needs. It includes specialised streams to reflect specific job outcomes (e.g. for audio, lighting) plus a more general option to reflect the need for multi-skilling.

Job roles

- Multi-skilled technician.
-

Pathways Information

Pathways into the qualification

Candidates may enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Electrical work

In some states and territories of Australia, a restricted electrical licence is required. Restricted electrical licences allow a person to carry out electrical work incidental to a trade. Incidental work may include fault-finding on equipment or changing like for like equipment by disconnecting and reconnecting the fixed wiring. It does not include any other changes to the fixed wiring.

National Standard for Licensing Persons Performing High Risk Work

The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels.

CPCCLDG3001A Licence to perform dogging

CPCCLRG3001A Licence to perform rigging basic level

CPCCLRG3002A Licence to perform rigging intermediate level

CPCCLRG4001A Licence to perform rigging advanced level.

National Code of Practice for Induction for Construction Work

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007).

Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction and Plumbing Integrated Framework Training Package fulfils this requirement.

Information on occupational licensing and its intersection with vocational education and training can be found in Licensing Line News at www.licensinglinenews.com.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	- interpreting work instructions and production documentation, e.g. lighting and staging instructions - completing workplace documentation - explaining production requirements to other personnel - clarifying production requirements with supervisor - demonstrating lighting effects to colleagues - advising licensed rigger of work requirements - developing and maintaining industry networks
Teamwork	- liaising with colleagues and supervisors during set-up and production - completing installation and production tasks as a member of a team - working with a licensed rigger - leading a team
Problem-solving	- basic troubleshooting and maintenance of lighting equipment - adjusting position of lighting equipment - responding to equipment malfunction during performance - identifying and responding appropriately to a safety issue - working out transport arrangements that will prevent damage to set items
Initiative and enterprise	identifying problems with lighting and AV equipment and staging elements quickly and taking appropriate action
Planning and organising	- collecting information needed to record a series of lighting cues - assessing the types of lighting effects required - playing lighting cues in correct sequence - setting up and testing equipment in advance to ensure working order - positioning and placing equipment/set pieces ready for installation - working with cue documentation and calculating timings - calculating the number of people needed for bump in/bump out
Self-management	- developing personal time management skills - following workplace procedures, particularly in relation to OHS, e.g. ensuring electrical safety

	• acting within the scope of job role • knowing which rigging-related tasks may be completed by unlicensed personnel and those that required a licensed rigger • demonstrating leadership
Learning	• keeping up to date with industry developments • providing OHS information to staff • providing feedback and coaching to colleagues • participating in rehearsals seeking advice from licensed riggers
Technology	• operating a range of AV equipment • testing and operating digital lighting consoles, including complex functions • using equipment and tools for theatrical rigging

Packaging Rules

Packaging Rules

Total number of units = 14

5 core units

5 Group A units

4 elective units

The **4 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any endorsed Training Package. **2 of these elective units** may be selected from any accredited course.

Electives must be relevant to the work outcome, local industry requirements and be at an appropriate qualification level.

Core units

Health, safety and security

CUEOHS01C Implement workplace health, safety and security procedures

Industry practice

CUEIND01D Source and apply entertainment industry knowledge

Management

BSBWOR402A Promote team effectiveness

Packaging Rules

Production planning and management

CUETEM01C Coordinate production operations

CUETEM06B Organise and monitor bump in/bump out

Group A units (specialist)

Audio

CUESOU03C Operate professional audio equipment

CUESOU04C Mix live audio

CUESOU08B Select and manage microphone and other audio input sources

CUESOU10B Operate wireless audio equipment

CUESOU12B Set up and operate audio system control networks

CUESOU13B Specify, install and operate audio for an outdoor event

CUSSOU303A Set up and disassemble audio equipment

CUSSOU402A Develop and implement sound plans

Lighting

CUFLGT301A Prepare, install and test lighting equipment

CUFLGT302A Record and operate standard lighting cues

CUFLGT401A Implement lighting designs

CUFLGT402A Set up, record and operate lighting cues and effects

Staging

CUESTA01C Install staging elements

CUESTA02C Operate staging elements

Technical general

MEM18001C Use hand tools

Vision systems

CUEAUD01C Repair and maintain vision systems

CUEAUD02C Prepare, rig, test and modify vision systems

CUEAUD03C Operate vision systems

CUEAUD04C Develop vision system installation plans

Group B units

Audio

Packaging Rules

CUESOU01C Repair and maintain audio equipment

CUESOU07B Apply a general knowledge of audio to work activities

CUESOU09B Manage and compile audio replay material

CUESOU11B Set up and operate stage monitor systems

CUFSSOU301A Prepare audio assets

CUSSOU301A Provide sound reinforcement

Cinema projection

CUECIN05C Maintain projection equipment

Digital content and imaging

CUFDIG301A Prepare video assets

CUFDIG303A Produce and prepare photo images

CUFPOS402A Manage media assets

Industry practice

BSBCON401A Work effectively in a business continuity context

CUFIND401A Provide services on a freelance basis

Lighting

CUFLGT101A Apply a general knowledge of lighting to work activities

CUFLGT303A Install and operate follow spots

CUFLGT304A Operate floor electrics

Pyrotechnics

CUEFSH01B Identify and manage safety and health requirements at an outdoor fireworks display

CUEFSH02B Operate an outdoor fireworks display

Special effects

CUFSEFX301A Maintain and repair special effects items

CUFSEFX402A Coordinate the logistics of special effects operations

Stage management

CUESMT06C Plot technical requirements from scores

CUESMT09B Plot and rehearse cues

CUESMT11B Create, update and use production reference documents

Staging

CUESTA05C Apply a general knowledge of staging to work activities

Packaging Rules

CUESTA06B Apply a general knowledge of theatrical rigging

Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Technical general

CPCCCA2002A Use carpentry tools and equipment

CPCCCM3001A Operate elevated work platforms

CPCCOHS1001A Work safely in the construction industry

CPCCPD3003A Apply texture coat paint by brush, roller and spray

CPCCPD3008A Apply decorative paint finishes

CPCCLDG3001A Licence to perform dogging

CPCCLRG3001A Licence to perform rigging basic level

CPCCLRG3002A Licence to perform rigging intermediate level

CPCCLRG4001A Licence to perform rigging advanced level

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

CPCCSC2002A Erect and dismantle basic scaffolding

CUFGMT301A Repair and maintain production equipment

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

CUVCRS03B Produce computer-aided drawings

CUVCRS04B Produce technical drawings

CUVCRS06B Make scale models

TLID1007C Operate a forklift

UEENEOP001B Disconnect and reconnect fixed wired electrical equipment connected to a low voltage supply

UEENEOP002B Attach cords and plugs to electrical equipment for connection to a single phase 250 Volt supply

UEENEOP003B Attach cords and plugs to electrical equipment for connection to 1000 Va.c. or 1500 Vd.c. supply

UEENEOP007B Locate and rectify faults in electrical low voltage equipment following prescribed procedures

Technical workplace management

CUETEM03C Establish and manage production requirements and resources

CUETEM07B Tour the production

Packaging Rules

Vision systems

CUEAUD06B Apply a general knowledge of vision systems to work activities

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. An example of appropriate elective units for a particular outcome at this level follows.

Multi-skilled technician

Core units plus:

- CUEAUD03C Operate vision systems
- CUESTA01C Install staging elements
- CUESTA02C Operate staging elements
- CUESTA03C Operate flying systems
- CUESTA06B Apply a general knowledge of theatrical rigging
- CUFLGT101A Apply a general knowledge of lighting to work activities
- CUFLGT301A Prepare, install and test lighting equipment
- CUFLGT302A Record and operate standard lighting cues
- CUFLGT402A Set up, record and operate lighting cues and effects

CUE40403 Certificate IV in Venues and Events (Customer Service)

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected in Packaging Rules.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of individuals working in a customer service context who apply a broad range of skills including evaluation and planning, and who may provide leadership and guidance to others, with some responsibility for group outcomes.

Job roles

- Customer service coordinator/supervisor
- Team leader/coordinator in small venue (working in front of house providing some technical assistance).
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Pathways Information

Pathways into the qualification

Candidates may enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	- explaining restrictions to customers - checking ID in restricted areas - communicating with customers/patrons from diverse cultural backgrounds - selling tickets and other items - providing seating and ticketing information to patrons - making public announcements
Teamwork	- providing information to colleagues about crowd size/movement - working as a team member in an entertainment venue in a variety of roles, e.g. ushering patrons, selling products and services, sharing information with colleagues - leading a work team - showing sensitivity to cultural and social differences when communicating with others
Problem-solving	- dealing with problems that arise from diversity issues - dealing with queues in venues - dealing with difficult customers - seating patrons who arrive late or who have special needs - calculating the cost of products and services for customers
Initiative and enterprise	- dealing effectively with potentially difficult situations, e.g. having to confiscate restricted items for the duration of the performance - taking responsibility for the resolution of any escalated problems or complaints
Planning and organising	- completing crowd and safety/security checks on a regular basis - checking that ticketing equipment and materials are operational before commencing ticket issue - storing information for future use - processing and recording financial transactions

	• keeping track of orders • organising in-house functions
Self-management	• following workplace procedures • acting within the scope of job role • handling enquiries and sales in a timely and efficient manner.
Learning	• coaching colleagues in ways of accepting diversity in relation to colleagues and customers • identifying training needs in relation to diversity issues • keeping up-to-date on industry developments • providing coaching and advice to team members on OHS
Technology	• using point of sale technology • using the internet as a source of information about the industry and to process sales • using ticketing software systems • using computerised information systems

Packaging Rules

Packaging Rules

Total number of units = 15

6 core units

3 Group A units

6 elective units

The **6** elective units may be selected from the remaining **Group A** and/or **Group B** **units** listed below or any endorsed Training Package. **2 of these elective units** may be selected from any accredited course.

Elective units must be relevant to the work outcome and local industry requirements and be at an appropriate qualification level.

Core units

Health, safety and security

CUEOHS01C Implement workplace health, safety and security procedures

Industry practice

Packaging Rules

BSBDIV301A Work effectively with diversity

CUECOR03C Provide quality service to customers

CUECOR04B Deal with conflict and resolve complaints

CUEIND01D Source and apply entertainment industry knowledge

Management

BSBWOR402A Promote team effectiveness

Group A units (specialist)

CUEFOH06C Manage venue services

CUEFOH09B Provide venue information and assistance

CUEFOH10B Monitor entry to a venue

SITTVAF002A Provide a briefing or scripted commentary

WRRM1B Merchandise products

Group B units**Business administration and management**

BSBADM405B Organise meetings

BSBITU306A Design and produce business documents

BSBITU309A Produce desk top published documents

BSBITU301A Create and use databases

BSBITU302A Create electronic presentations

BSBITU402A Develop and use complex spreadsheets

BSBPUR402B Negotiate contracts

BSBWOR404A Develop work priorities

CUVADM01B Develop and implement arts administration systems and procedures

CUVADM05B Plan and develop information management systems

CUVADM12B Work with arts professionals in an arts organisation

Event management

CUEEVT03B Integrate knowledge of creative and technical production into management processes

SITXCOM006A Address protocol requirements

SITXEVT001A Develop and update event industry knowledge

Packaging Rules

SITXEVT002A	Provide event staging support
SITXEVT004A	Coordinate on-site event registrations
SITXEVT005A	Organise in-house functions
SITXEVT013A	Manage event staging

Finance

BSBFIA401A	Prepare financial reports
BSBFIA402A	Report on financial activity
SITXFIN002A	Maintain financial records

Front of house

CUEFOH03C	Provide seating and ticketing advice
CUEFOH04C	Usher patrons
CUEFOH08B	Process incoming customer orders
WRRLP2B	Minimise theft
WRRS1B	Sell products and services
WRRS2B	Advise on products and services

Human resources

BSBHRM402A	Recruit, select and induct staff
CUETEM09B	Manage diversity

Industry practice

BSBCON401A	Work effectively in a business continuity context
CUECOR01C	Manage own work and learning
CUEIND03B	Integrate accessibility principles into work practices
CUVICS03B	Develop innovative ideas at work
CUFIND401A	Provide services on a freelance basis

Marketing

BSBMKG413A	Promote products and services
CUEMAR02C	Undertake market research
CUEMAR03C	Undertake marketing activities

OHS

HLTFA301B	Apply first aid

Research and innovation

CUFRES401A	Conduct research

Packaging Rules

Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

Training

TAAASS301B	Contribute to assessment
TAAASS401C	Plan and organise assessment
TAAASS402C	Assess competence
TAADEL301C	Provide training through instruction and demonstration of work skills

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. The following examples are designed to assist in the selection of appropriate electives for particular outcomes at this level, but they are in no way prescriptive.

Customer service coordinator/supervisor

Core units plus:

- CUEFOH06C Manage venue services
- CUEFOH09B Provide venue information and assistance
- CUEFOH10B Monitor entry to a venue
- CUEFOH03C Provide seating and ticketing advice
- CUEFOH08B Process incoming customer orders
- CUETEM09B Manage diversity
- SITXEVT005A Organise in-house functions
- TAADEL301C Provide training through instruction and demonstration of work skills
- WRRM1B Merchandise products

Team leader/coordinator in small venue (working in front of house providing some technical assistance)

- CUEAUD06B Apply a general knowledge of vision systems to work activities
- CUEFOH06C Manage venue services
- CUEFOH08B Process incoming customer orders
- CUEFOH09B Provide venue information and assistance
- CUEFOH10B Monitor entry to a venue
- CUESTA05C Apply a general knowledge of staging to work activities
- CUFLGT101A Apply a general knowledge of lighting to work activities
- MEM18001C Use hand tools
- TAADEL301C Provide training through instruction and demonstration of work

Packaging Rules

skills

CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected, inclusion of additional units and code identified change was required in Packaging Rules. Unit Grid updated accordingly.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of a technical manager in the entertainment industry. At this level a person is responsible for analysing, planning and managing approaches to technical requirements and applying technical skills to a range of situations.

Job roles

- Technical manager (with lighting expertise)
- Technical director in a convention centre (vision systems expertise)
- Staging coordinator/manager.
-

Pathways Information

Pathways into the qualification

The pathway to this qualification may be from one or more technical areas. Candidates may also enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Electrical work

In some states and territories of Australia, a restricted electrical licence is required. Restricted electrical licences allow a person to carry out electrical work incidental to a trade. Incidental work may include fault-finding on equipment or changing like for like equipment by disconnecting and reconnecting the fixed wiring. It does not include any other changes to the fixed wiring.

National Standard for Licensing Persons Performing High Risk Work

The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels.

CPCCLDG3001A Licence to perform dogging

CPCCLRG3001A Licence to perform rigging basic level

CPCCLRG3002A Licence to perform rigging intermediate level

CPCCLRG4001A Licence to perform rigging advanced level.

National Code of Practice for Induction for Construction Work

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007).

Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction and Plumbing Integrated Framework Training Package fulfils this requirement.

Information on occupational licensing and its intersection with vocational education and training can be found in Licensing Line News at www.licensinglinenews.com.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	- interpreting service and technical manuals - interpreting production documentation and lighting plans - explaining follow spot issues to performers - communicating effectively with an audience during presentations - participating in negotiations - developing and maintaining industry networks
Teamwork	- collaborating with colleagues and others on the production of shows and performances - leading a work team - working with a licensed rigger
Problem-solving	- identifying faults with lighting equipment and making minor repairs - responding to lighting problems during performances - adjusting a presentation to maintain rapport with an audience - breaking a deadlock in a negotiation - working out transport arrangements that will prevent damage to set items
Initiative and enterprise	- developing creative lighting effects to enhance productions - modifying follow spot cues to cater for unexpected contingencies
Planning and organising	- organising materials and equipment for installation of lighting equipment - collecting information needed to record a series of lighting cues - assessing the types of lighting effects required - playing lighting cues in correct sequence - setting up and testing - equipment in advance to ensure working order - positioning and placing equipment/set pieces ready for installation
Self-management	- working with cue documentation and calculating timings - calculating the number of people needed for bump in/bump out - planning and preparing for presentations - managing a budget

	identifying potential risks and taking action to minimise risk
Learning	- demonstrating leadership - evaluating one's own presentations to inform subsequent presentations - following workplace operational, safety and security procedures
Technology	- seeking expert assistance to repair faulty lighting equipment and with licensed riggers in relation to rigging - participating in rehearsals - experimenting with different lighting effects - keeping up to date with industry developments - providing OHS information to staff - providing feedback and coaching to colleagues
	- using and maintaining lighting equipment - using advanced features of lighting equipment and software - preparing AV presentation aids - using hand tools

Packaging Rules

Total number of units = 21

7 core units

Total number of units = 21

7 core units

6 Group A units

8 elective units

The **8** elective units may be selected from the **Group A** and/or **Group B units** listed below or any endorsed Training Package. **3 of these elective units** may be selected from any accredited course.

Electives must be relevant to the work outcome, local industry requirements and be at an appropriate qualification level.

Core units

Health, safety and security

CUEOHS01C Implement workplace health, safety and security procedures

BSBR5K501A Manage risk

Industry practice

CUEIND01D Source and apply entertainment industry knowledge

Management

BSBMGT502B Manage people performance

Production planning and management

CUETEM01C Coordinate production operations

CUETEM03C Establish and manage production requirements and resources

CUETEM06B Organise and monitor bump in/bump out

Group A units (specialist)

Audio

CUESOU03C Operate professional audio equipment

CUESOU04C Mix live audio

CUESOU08B Select and manage microphone and other audio input sources

CUESOU10B Operate wireless audio equipment

CUSSOU501A Develop sound designs

CUSSOU503A Implement sound designs

Lighting

CUELGT07C Record and operate lighting using advanced techniques

CUFLGT301A Prepare, install and test lighting equipment

CUFLGT302A Record and operate standard lighting cues

CUFLGT401A Implement lighting designs

CUFLGT402A Set up, record and operate lighting cues and effects

CUFLGT501A Conceive and develop lighting designs

Scenic art

CUESCE04C Use research, innovation and experimentation to produce scenic art

CUESCE08B Realise scenic art designs

Sets

CUESET04C Use research, innovation and experimentation to create props

CUESET07C Use research, innovation and experimentation to create sets

CUESET11B Develop set construction plans to meet design requirements

CUESET17B Develop props construction plans to meet design requirements

Staging

CUESTA01C Install staging elements
CUESTA02C Operate staging elements
CUESTA03C Operate flying systems
TLID1007C Operate a forklift

Technical workplace management

CUETEM03C Establish and manage production requirements and resources
CUETEM07B Tour the production
CUETEM08B Realise productions
CUETEM09B Manage diversity

Vision systems

CUEAUD02C Prepare, rig, test and modify vision systems
CUEAUD03C Operate vision systems
CUEAUD04C Develop vision system installation plans

Group B units

Audio

CUESOU01C Repair and maintain audio equipment
CUESOU03C Operate professional audio equipment
CUESOU07B Apply a general knowledge of audio to work activities
CUESOU08B Select and manage microphone and other audio input sources
CUESOU09B Manage and compile audio replay material
CUESOU11B Set up and operate stage monitor systems
CUESOU12B Set up and operate audio system control networks
CUESOU13B Specify, install and operate audio for an outdoor event
CUSSOU303A Set up and disassemble audio equipment
CUSSOU402A Develop and implement sound plans

Business administration and management

BSBADM502B Manage meetings
BSBPMG510A Manage projects
BSBPUR401B Plan purchasing
BSBPUR402B Negotiate contracts
BSBREL402A Build client relationships and business networks

CUFCMP501A Manage and exploit copyright arrangements

CUVADM02B Plan work space

SITXCOM006A Address protocol requirements

Digital content and imaging

CUFDIG401A Author interactive media

CUFDIG402A Design user interfaces

CUFDIG403A Create user interfaces

CUFPOS402A Manage media assets

Event management

CUEEVT03B Integrate knowledge of creative and technical production into management processes

SITXEVT011A Develop crowd control plans and procedures

SITXEVT013A Manage event staging

Finance

CUEFIN01C Develop a budget

CUEFIN02C Manage a budget

SITXFIN004A Manage finances within a budget

Human resources

BSBWOR502A Ensure team effectiveness

SITXHRM006A Monitor staff performance

SITXHRM008A Manage workplace relations

Industry practice

BSBCON601A Develop and maintain business continuity plans

CUFIND401A Provide services on a freelance basis

Lighting

CUFLGT101A Apply a general knowledge of lighting to work activities

CUFLGT302A Record and operate standard lighting cues

CUFLGT303A Install and operate follow spots

CUFLGT304A Operate floor electrics

OHS

CUEOHS02C Establish and maintain a safe and secure workplace

HLTFA301B Apply first aid

Props

CUEPRP02B Research, obtain and prepare props

CUEPRP03B Apply a general knowledge of props construction

CUEPRP04B Use casting and moulding techniques to make props

CUEPRP05B Make prop furniture

CUEPRP07B Make props using mixed media

CUFPRP301A Assemble and maintain props

Pyrotechnics

CUEFSH01B Identify and manage safety and health requirements at an outdoor fireworks display

CUEFSH02B Operate an outdoor fireworks display

CUEFSH03B Plan an outdoor fireworks display

Scenic art

CUESCE05B Apply a general knowledge of scenic art

CUESCE06B Use scenic art painting techniques

CUESCE07B Create special effects for scenic art

CUFSCCE201A Prepare and prime scenic art cloths

Sets

CUESET05C Apply set construction techniques

CUESET09B Construct soft scenery

CUESET10B Construct mechanical sets

CUESET302A Make sets

Stage management

CUESMT09B Plot and rehearse cues

CUESMT10B Organise and facilitate rehearsals

CUESMT11B Create, update and use production reference documents

Staging

CUESTA01C Install staging elements

CUESTA03C Operate flying systems

CUESTA02C Operate staging elements

CUESTA05C Apply a general knowledge of staging to work activities

CUESTA06B Apply a general knowledge of theatrical rigging

Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Technical general

CPCCCA2001A Handle carpentry materials

CPCCCA2002A Use carpentry tools and equipment

CPCCCM1005A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCCM3001A Operate elevated work platforms

CPCCLDG3001A Licence to perform dogging

CPCCLRG3001A Licence to perform rigging basic level

CPCCLRG3002A Licence to perform rigging intermediate level

CPCCLRG4001A Licence to perform rigging advanced level

CPCCOHS1001A Work safely in the construction industry

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

CPCCSC2002A Erect and dismantle basic scaffolding

CPCCSF2001A Handle steel fixing materials

CPCCSF2003A Cut and bend materials using oxy-LPG equipment

CUETGE05C Maintain physical production elements

CUETGE15B Handle physical elements safely during bump in/bump out

CUFGMT301A Repair and maintain production equipment

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

CUVCRS03B Produce computer-aided drawings

CUVCRS04B Produce technical drawings

CUVCRS06B Make scale models

MEM18001C Use hand tools

MEM18002B Use power tools/hand held operations

MEM05001B Perform manual soldering/desoldering - electrical/electronic components

MEM05012C Perform routine manual metal arc welding

MEM05050B Perform routine gas metal arc welding

MEM18001C Use hand tools

Vision systems

CUEAUD01C Repair and maintain vision systems

CUEAUD03C Operate vision systems

CUEAUD06B Apply a general knowledge of vision systems to work activities

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes at this level follow.

Technical Manager (with lighting expertise)

Core units plus:

- BSBCMM401A Make a presentation
- CPCCLRG4001A Licence to perform rigging advanced level
- CUEFIN02C Manage a budget
- CUELGT07C Record and operate lighting using advanced techniques
- CUESMT11B Create, update and use production reference documents
- CUESTA06B Apply a general knowledge of theatrical rigging
- CUFLGT101A Apply a general knowledge of lighting to work activities
- CUFLGT301A Prepare, install and test lighting equipment
- CUFLGT302A Record and operate standard lighting cues
- CUFLGT401A Implement lighting designs
- CUFLGT402A Set up, record and operate lighting cues and effects
- CUFLGT501A Conceive and develop lighting designs
- CUVADM02B Plan work space
- FNCSUS401A Participate in negotiations

Technical director in a convention centre (vision systems expertise)

Core units plus:

- BSBHRM402A Recruit, select and induct staff
- CUEAUD02C Prepare, rig, test and modify visual systems
- CUEAUD03C Operate vision systems
- CUEAUD04C Develop vision system installation plans
- CUEAUD06B Apply a general knowledge of vision systems to work activities
- CUEEVT03B Integrate knowledge of creative and technical production into management processes
- CUEFIN02C Manage a budget
- CUETEM03C Establish and manage production requirements and resources
- CUETEM08B Realise productions
- CUETEM09B Manage diversity
- SITXHRM006A Monitor staff performance
- SITXHRM008A Manage workplace relations
- SITXCOM006A Address protocol requirements
- SITXEVT013A Manage event staging

Staging coordinator/manager

Core units plus:

- BSBADM502B Manage meetings
- CPCCLRG4001A Licence to perform rigging advanced level
- CUEEVT03B Integrate knowledge of creative and technical production into management processes
- CUEFIN02C Manage a budget
- CUESTA01C Install staging elements
- CUESTA02C Operate staging elements
- CUESTA03C Operate flying systems
- CUETEM03C Establish and manage production requirements and resources
- CUETEM08B Realise productions
- CUETEM09B Manage diversity
- CUVADM02B Plan work space
- CUVCRS04B Produce technical drawings
- MEM18001C Use hand tools
- SITXHRM008A Manage workplace relations

CUE50403 Diploma of Venues and Events

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected in Packaging Rules.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of individuals who use a range of specialised, technical or managerial competencies to plan, carry out and evaluate the work of self and/or team.

Job roles

- Front of house manager.
-

Pathways Information

Pathways into the qualification

Candidates may enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There are no licensing, legislative, regulatory or certification issues that affect this qualification. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• interpreting production documentation • interpreting and responding to briefs from potential clients • providing information on protocol to colleagues and customers • providing briefings to operational staff and suppliers • liaising with customers and potential customers • writing proposals/bids for projects • developing and maintaining industry networks • communicating effectively with people from diverse cultural backgrounds
Teamwork	• providing instructions to operational team members, briefing and de-briefing staff, suppliers and volunteers • consulting with team members on planning, delivery and improvement of customer services
Problem-solving	• identifying room set-up deficiencies and discrepancies in supply of equipment and taking prompt action to rectify the situations • developing strategies to address competitive issues when preparing bidding for work • identifying customer service problems and taking action to improve systems/processes • dealing with problems that arise from diversity issues • identifying risk factors and taking action to minimise risk
Initiative and enterprise	• facilitating outcomes that balance different production and creative needs • developing options to meet/exceed expectations of customers/potential customers
Planning and organising	• integrating protocol into event organisation activities • checking all aspects of the set-up for events/meetings against the pre-arranged agreements • developing plans for onsite management of events • making cost estimates for inclusion in bid documents • rostering and monitoring staff • coordinating the acquisition of resources • managing budgets and projects • planning to meet customer needs and to manage a system for

	- reporting/recording customer service outcomes - developing and implementing operational plans
Self-management	- incorporating the workplace vision into bids and proposals - demonstrating leadership - acting within the scope of own job role
Learning	- coaching colleagues in ways of accepting diversity in relation to colleagues and customers - identifying training needs in relation to diversity issues - keeping up to date with industry developments
Technology	- using the internet for research - using computerised record keeping systems

Packaging Rules

Total number of units = 21

7 core units

6 Group A units

8 elective units

The **8 elective units** may be selected from the remaining **Group A** and/or **Group B units** listed below or any endorsed Training Package. **3 of these elective units** may be selected from an accredited course.

Elective units must be relevant to the work outcome and local industry requirements and be at an appropriate level.

Core units

Business administration and management

BSBADM502B Manage meetings

BSBMGT502B Manage people performance

BSBMGT515A Manage operational plan

Finance

CUEFIN02C Manage a budget

Health, safety and security

CUEOHS01C Implement workplace health, safety and security procedures

BSBR501A Manage risk

Industry practice

CUEIND01D Source and apply entertainment industry knowledge

Group A units (specialist)

Business administration and management

BSBINM501A Manage an information or knowledge management system

BSBINN502A Build and sustain an innovative work environment

BSBMGT516A Facilitate continuous improvement

BSBPMG510A Manage projects

BSBPUR402B Negotiate contracts

BSBPUR501B Develop, implement and review purchasing strategies

CUVADM02B Plan work space

CUVCON06B Develop concepts for arts organisations/projects

SRXFAC003B Implement facility maintenance programs

TAATAS502B Prepare a tender bid

Event management

CUEEVT03B Integrate knowledge of creative and technical production into management processes

SITXEVT008A Plan and develop event proposals and bids

SITXEVT010A Evaluate and address event regulatory requirements

SITXEVT011A Develop crowd control plans and procedures

SITXEVT012A Select event venues and sites

SITXEVT013A Manage event staging

SITXEVT015A Manage exhibitions

SITXEVT016A Organise and monitor event infrastructure

SITXEVT017A Provide onsite event management services

SITXEVT018A Develop a transport strategy for an event

SITXEVT019A Manage multi-venue events

Front of house

CUEFOH06C Manage venue services

Human resources

BSBCUS501A	Manage quality customer service
BSBLED501A	Develop a workplace learning environment
BSBWOR502A	Ensure team effectiveness
CUETEM09B	Manage diversity
SRXHRM001B	Manage volunteers

Small business

BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405A	Monitor and manage small business operations

Training

TAAASS401C	Plan and organise assessment
TAAASS402C	Assess competence

Group B units**Audio**

CUESOU07B	Apply a general knowledge of audio to work activities

Business administration and management

BSBITU402A	Develop and use complex spreadsheets
BSBPUR401B	Plan purchasing
FNSICGEN402B	Participate in negotiations

Event management

SITXEVT004A	Coordinate on-site event registrations
SITXEVT005A	Organise in-house functions

Finance

BSBFIA401A	Prepare financial reports
BSBFIA402A	Report on financial activity
BSBFIM502A	Manage payroll
CUSFIM501A	Secure funding for projects

Human resources

SITXHRM003A	Roster staff

Industry practice

BSBCON601A Develop and maintain business continuity plans

CUFIND401A Provide services on a freelance basis

CUVIND501A Maintain and apply creative arts industry knowledge

Lighting

CUFLGT101A Apply a general knowledge of lighting to work activities

Marketing

BSBMKG501B Identify and evaluate marketing opportunities

CUEMAR03C Undertake marketing activities

SITXMPR005A Develop and manage marketing strategies

OHS

CUEOHS02C Establish and maintain a safe and secure workplace

Research and innovation

BSBINN501A Establish systems that support innovation

CUFRES401A Conduct research

Staging

CUESTA05C Apply a general knowledge of staging to work activities

Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Training

TAAASS301B Contribute to assessment

TAADEL301C Provide training through instruction and demonstration of work skills

Vision systems

CUEAUD06B Apply a general knowledge of vision systems to work activities

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. The following examples are designed to assist in the selection of appropriate electives for particular outcomes at this level, but they are in no way prescriptive.

Front of house manager

Core units plus:

- BSBCUS501A Manage quality customer service
- BSBINM501A Manage an information or knowledge management system
- BSBPUR401B Plan purchasing
- BSBPMG510A Manage projects
- CUEEVT03B Integrate knowledge of creative and technical production into management processes
- CUEFOH06C Manage venue services
- CUETEM09B Manage diversity
- SRXFAC003B Implement facility maintenance programs
- SITXHRM003A Roster staff
- SITXEVT004A Coordinate on-site event registrations
- SITXEVT005A Organise in-house functions
- SITXEVT008A Plan and develop event proposals and bids
- SITXEVT017A Provide on-site event management services
- TAADEL301C Provide training through instruction and demonstration of work skills

CUE60103 Advanced Diploma of Design for Live Production, Theatre and Events

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected in Packaging Rules.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of designers in any area of the entertainment industry (eg lighting designer, set designer). As such it reflects the role of individuals who analyse, diagnose, design and execute judgements across a broad range of technical or management functions and who have a wide range of specialised technical, creative or conceptual skills. They are also responsible for group outcomes.

Job roles

- Production designer
- Lighting designer
-

Pathways Information

Pathways into the qualification

The pathways to this qualification are diverse in nature and may include technical production, visual arts or design. Higher education qualifications, such as Bachelor Degrees, are also available in this area.

Candidates may enter the qualification with limited vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There are no licensing, legislative, regulatory or certification issues that affect this qualification. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• presenting ideas and generating critical discussion • negotiating terms and conditions • negotiating and agreeing on revisions to design concepts and plans • briefing a design team • analysing performance outlines/scripts to inform the design process • communicating effectively with an audience during presentations • interpreting and responding to specifications in a brief • developing and maintaining industry networks • ongoing communication with clients, including responding to client feedback
Teamwork	• working collaboratively with team members on design projects • allocating tasks and responsibilities to team members • valuing and respecting the skills of others
Problem-solving	• developing approaches to design that meet conflicting demands • developing solutions to cost and time overruns, design and technical problems • evaluating suitability of different drawing techniques • adjusting a presentation to maintain rapport with an audience
Initiative and enterprise	• considering how ideas may be adapted or challenged • generating a range of design ideas in response to a brief
Planning and organising	• analysing information and undertaking research to inform design concepts

	• organising meetings with clients • planning and implementing the design process • maintaining workplace documentation • estimating costs • developing and managing budgets • developing set and props construction plans to meet design requirements • conceiving, developing and realising props and set designs • planning and preparing for presentations
Self-management	• continuously evaluating and refining one's own creative concepts • demonstrating leadership • evaluating one's own presentations to inform subsequent presentations • following workplace operational, safety and security procedures
Learning	• seeking specialist advice on legal issues • improving concepts and designs through experimentation • learning from peers and mentors through discussion • keeping up to date with industry developments • providing OHS information to staff • providing feedback and coaching to colleagues • participating in rehearsals and run-throughs
Technology	• using electronic presentation software, electronic communication and digital cameras • using the internet for research • assessing the impact of new technologies • preparing AV presentation aids

Packaging Rules

Total number of units = 25

14 core units

6 Group A units

5 elective units

The **5 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any endorsed Training Package. **4 of these elective units** may be selected

from any accredited course. Elective units must be chosen at an appropriate qualification level.

Core units

Finance

CUEFIN01C Develop a budget

CUEFIN02C Manage a budget

General design

BSBDES402A Interpret and respond to a design brief

BSBDES502A Establish, negotiate and refine a design brief

BSBDES601A Manage design realisation

CUVCOR04B Originate concept for own work and conduct critical discourse

Health, safety and security

CUEOHS01C Implement workplace health, safety and security procedures

Industry practice

CUEIND01D Source and apply entertainment industry knowledge

CUEIND02B Research and evaluate theatrical references to inform industry practice

BSBWOR502A Ensure team effectiveness

BSBCMM401A Make a presentation

Stage management

CUESMT12B Analyse performance outline/script

Technical general

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

Technical workplace management

CUETEM08B Realise productions

Group A units (specialist)

CUEAUD04C Develop vision system installation plans

CUECOS405A Coordinate costume manufacture

CUEPRP501A Conceive, develop and realise props designs

CUESCE04C Use research, innovation and experimentation to produce scenic art

CUESCE08B Realise scenic art designs

CUESET04C	Use research, innovation and experimentation to create props
CUESET07C	Use research, innovation and experimentation to create sets
CUESET11B	Develop set construction plans to meet design requirements
CUESET17B	Develop props construction plans to meet design requirements
CUESET501A	Conceive, develop and realise set designs
CUFCOS501A	Manage an off-site wardrobe department
CUFCOS504A	Design costumes
CUFCOS505A	Realise costumes
CUFLGT501A	Conceive and develop lighting designs
CUSSOU501A	Develop sound designs
CUSSOU502A	Produce sound recordings
CUSSOU503A	Implement sound designs
CUSSOU504A	Create a final sound balance
CUSSOU505A	Compile music for soundtracks
CUSSOU601A	Manage production of sound designs
CUSSOU602A	Manage production of sound recordings

Group B units

Arts administration and management

BSBMGT515A	Manage operational plan
BSBMGT616A	Develop and implement strategic plans
BSBMGT617A	Develop and implement a business plan
BSBPMG510A	Manage projects
BSBRISK501A	Manage risk
CUSFIM501A	Secure funding for projects
CUVADM02B	Plan work space
CUVADM13B	Research and critique cultural work(s)
CUVCON06B	Develop concepts for arts organisations/projects

Audio/sound

CUESOU07B	Apply a general knowledge of audio to work activities
CUSSOU402A	Develop and implement sound plans
CUSSOU403A	Perform advanced sound editing

CUSSOU404A Edit dialogue

CUSSOU407A Coordinate location sound recording

Costume

CUECOS02C Apply art finishing

CUECOS09B Develop and apply knowledge of costume

CUECOS10B Make period costumes

CUECOS11B Make character costumes

CUECOS12B Make costumes for dance and physical theatre

CUECOS13B Create theatrical millinery

CUECOS14B Construct hard and soft sculptured costume accessories

CUECOS15B Construct hard and soft sculptured specialised costumes

Creative process

BSBCRT501A Originate and develop concepts

BSBCRT601A Research and apply concepts and theories of creativity

Event management

CUEEVT03B Integrate knowledge of creative and technical production into management processes

SITXEVT008A Plan and develop event proposals and bids

SITXEVT009A Develop event concepts

General design

BSBDES302A Explore and apply the creative design process to 2D forms

BSBDES303A Explore and apply the creative design process to 3D forms

BSBDES501A Implement design solutions

BSBDES602A Research global design trends

BSBDES701A Research and apply design theory

CUVDES04B Integrate colour theory and design processes in response to a brief

CUVDES601A Design innovative products

CUVDSP04B Research and apply the history and theory of design to design practice

Industry practice

BSBCON601A Develop and maintain business continuity plans

BSBDES403A Develop and extend design skills and practice

CUFIND401A Provide services on a freelance basis

Intellectual property

BSBIPR501A Manage intellectual property to protect and grow business

BSBIPR601A Develop and implement strategies for intellectual property management

CUFCMP501A Manage and exploit copyright arrangements

Lighting

CUELGT07C Record and operate lighting using advanced techniques

CUFLGT101A Apply a general knowledge of lighting to work activities

CUFLGT401A Implement lighting designs

CUFLGT402A Set up, record and operate lighting cues and effects

OHS

CUEOHS02C Establish and maintain a safe and secure workplace

Production management

CUEPMT11B Manage the production process

Props

CUEPRP03B Apply a general knowledge of props construction

CUEPRP04B Use casting and moulding techniques to make props

CUEPRP06B Construct mechanical props

CUEPRP07B Make props using mixed media

Relationship management

BSBREL701A Develop and cultivate collaborative partnerships and relationships

Scenic art

CUESCE05B Apply a general knowledge of scenic art

CUESCE06B Use scenic art painting techniques

CUESCE07B Create special effects for scenic art

Sets

CUESET05C Apply set construction techniques

CUESET09B Construct soft scenery

CUESET10B Construct mechanical sets

CUESET302A Make sets

Staging

CUESTA05C Apply a general knowledge of staging to work activities

Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Technical general

CPCCCM1005A Carry out measurements and calculations

CPCCCM3001A Operate elevated work platforms

CUVCRS03B Produce computer-aided drawings

CUVCRS04B Produce technical drawings

CUVCRS06B Make scale models

LMTCL4002A Assemble and fit commercially tailored or bespoke garments

LMTCL4003A Measure, lay-up and cut commercially tailored garments

Technical workplace management

CUETEM01C Coordinate production operations

CUETEM03C Establish and manage production requirements and resources

CUETEM07B Tour the production

CUETEM09B Manage diversity

Vision systems

CUEAUD06B Apply a general knowledge of vision systems to work activities

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes at this level follow.

Production designer

Core units plus:

- BSBCRT501A Originate and develop concepts
- BSBCRT601A Research and apply concepts and theories of creativity
- CUEPRP501A Conceive, develop and realise props designs
- CUESET07C Use research, innovation and experimentation to create sets
- CUESET11B Develop set construction plans to meet design requirements
- CUESET501A Conceive, develop and realise set designs
- CUVDES601A Design innovative products
- CUESET04C Use research, innovation and experimentation to create props
- CUESET17B Develop props construction plans to meet design requirements
- CUESCE04C Use research, innovation and experimentation to produce

scenic art

- CUESCE08B Realise scenic art designs

Lighting designer

Core units plus:

- CUFLGT501A Conceive and develop lighting designs
- CUEEVT03B Integrate knowledge of creative and technical production into management processes
- CUELGT07C Record and operate lighting using advanced techniques
- CUFLGT402A Set up, record and operate lighting cues and effects
- CUEAUD04C Develop vision system installation plans
- BSBCRT501A Originate and develop concepts
- BSBCRT601A Research and apply concepts and theories of creativity
- BSBPMG510A Manage projects
- BSBR5K501A Manage risk
- CUETEM03C Establish and manage production requirements and resources
- CUEOHS02C Establish and maintain a safe and secure workplace

CUE60203 Advanced Diploma of Live Production, Theatre and Events (Technical Production)

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Inclusion of additional advice in Licensing/Regulatory Information. Typographical error corrected and inclusion of additional units was required in Packaging Rules. Unit Grid updated accordingly.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of individuals who analyse, diagnose, design and execute judgements across a broad range of technical or management functions and who have a wide range of specialised technical, creative or conceptual skills. They are also responsible for group outcomes. As such, the qualification reflects the skills of a senior technical manager in the entertainment industry.

Job roles

- Technical services manager.
-

Pathways Information

Pathways into the qualification

The pathway to this qualification may be from one or more technical areas. Candidates may also enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There are no licensing, legislative, regulatory or certification issues that affect this qualification. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Electrical work

In some states and territories of Australia, a restricted electrical licence is required. Restricted electrical licences allow a person to carry out electrical work incidental to a trade. Incidental work may include fault-finding on equipment or changing like for like equipment by disconnecting and reconnecting the fixed wiring. It does not include any other changes to the fixed wiring.

National Standard for Licensing Persons Performing High Risk Work

The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels.

CPCCLDG3001A Licence to perform dogging

CPCCLRG3001A Licence to perform rigging basic level

CPCCLRG3002A Licence to perform rigging intermediate level

CPCCLRG4001A Licence to perform rigging advanced level.

National Code of Practice for Induction for Construction Work

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007).

Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction and Plumbing Integrated Framework Training Package fulfils this requirement.

Information on occupational licensing and its intersection with vocational education and training can be found in Licensing Line News at www.licensinglinenews.com.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• interpreting service and technical manuals • interpreting production documentation and lighting plans • participating in negotiations • developing and maintaining industry networks
Teamwork	• collaborating with colleagues and others on the production of shows and performances • delegating tasks and responsibilities to team members • working with people from diverse cultural backgrounds • consulting with team members on planning, delivery and improvement of customer services
Problem-solving	• breaking a deadlock in a negotiation • working out transport arrangements that will prevent damage to set items
Initiative and enterprise	• developing creative lighting effects to enhance productions • developing production and operational plans that incorporate strategies to cater for unexpected contingencies
Planning and organising	• collecting information needed to record a series of lighting cues • assessing the types of lighting effects required • calculating the number of people needed for bump in/bump out • developing and managing a budget • identifying potential risks and taking action to minimise risk • coordinating production operations and resources • developing and implementing strategic and operational plans • planning to meet customer needs and to manage a system for reporting/recording customer service outcomes
Self-management	• demonstrating leadership • following workplace operational, safety and security procedures • managing own time to meet deadlines • incorporating the workplace vision into strategic plans
Learning	• seeking expert assistance to repair faulty equipment • participating in rehearsals • experimenting with different lighting effects • keeping up to date with industry developments

	• providing OHS information to staff • providing feedback and coaching to colleagues • seeking expert legal advice with regard to contracts
Technology	• using advanced features of lighting equipment and software • using accounting software

Packaging Rules

Packaging Rules

Total number of units = 25

11 core units

6 Group A units

8 elective units

The **8** elective units may be selected from the **Group A** and/or **Group B units** listed below or any endorsed Training Package. **4 of these elective units** may be selected from any accredited course.

Electives must be relevant to the work outcome, local industry requirements and be at an appropriate qualification level.

Core units

Business administration and management

BSBMGT502B Manage people performance

BSBMGT515A Manage operational plan

Finance

CUEFIN01C Develop a budget

CUEFIN02C Manage a budget

Health, safety and security

CUEOHS01C Implement workplace health, safety and security procedures

BSBR501A Manage risk

Industry practice

CUEIND01D Source and apply entertainment industry knowledge

Packaging Rules

Production planning and management

CUETEM01C Co-ordinate production operations

CUETEM03C Establish and manage production requirements and resources

CUETEM06B Organise and monitor bump in/bump out

CUETEM08B Realise productions

Group A units (specialist)

Audio

CUESOU12B Set up and operate audio system control networks

CUESOU13B Specify, install and operate audio for an outdoor event

CUSSOU501A Develop sound designs

CUSSOU502A Produce sound recordings

CUSSOU503A Implement sound designs

CUSSOU601A Manage production of sound designs

CUSSOU602A Manage production of sound recordings

Lighting

CUELGT07C Record and operate lighting using advanced techniques

CUFLGT401A Implement lighting designs

CUFLGT402A Set up, record and operate lighting cues and effects

CUFLGT501A Conceive and develop lighting designs

OHS

CUEOHS02C Establish and maintain a safe and secure workplace

Staging

CUESTA03C Operate flying systems

TLID1007C Operate a forklift

Technical workplace management

CUEPMT11B Manage the production process

CUETEM07B Tour the production

CUETEM08B Realise productions

CUETEM09B Manage diversity

Vision systems

CUEAUD04C Develop vision system installation plans

Packaging Rules

Group B units

Audio

CUESOU07B Apply a general knowledge of audio to work activities

Business administration and management

BSBADM502B Manage meetings

BSBCUS501A Manage quality customer service

BSBMGT616A Develop and implement strategic plans

BSBMGT617A Develop and implement a business plan

BSBPMG510A Manage projects

BSBPUR501B Develop, implement and review purchasing strategies

CUVADM02B Plan work space

SITXCOM006A Address protocol requirements

SITXFIN007A Manage physical assets

General design

BSBDES601A Manage design realisation

Event management

CUEEVT03B Integrate knowledge of creative and technical production into management processes

SITXEVT011A Develop crowd control plans and procedures

SITXEVT013A Manage event staging

Finance

SITXFIN008A Manage financial operations

Human resources

SITXHRM009A Provide mentoring support to business colleagues

Industry practice

BSBCON601A Develop and maintain business continuity plans

Intellectual property

BSBIPR501A Manage intellectual property to protect and grow business

Lighting

CUFLGT101A Apply a general knowledge of lighting to work activities

CUFLGT302A Record and operate standard lighting cues

Packaging Rules

Pyrotechnics

CUEFSH01B Identify and manage safety and health requirements at an outdoor fireworks display

CUEFSH03B Plan an outdoor fireworks display

Stage management

CUESMT05C Stage manage the production/event

CUESMT08B Call the production/event

Staging

CUESTA05C Apply a general knowledge of staging to work activities

Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Technical general

CPCCLDG3001A Licence to perform dogging

CPCCLRG3001A Licence to perform rigging basic level

CPCCLRG3002A Licence to perform rigging intermediate level

CPCCLRG4001A Licence to perform rigging advanced level

Vision systems

CUEAUD02C Prepare, rig, test and modify vision systems

CUEAUD03C Operate vision systems

CUEAUD06B Apply a general knowledge of vision systems to work activities

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. An example of appropriate elective units for an outcome at this level follows.

Technical services manager

Core units plus:

- BSBCUS501A Manage quality customer service
- BSBPMG510A Manage projects
- BSBMGT616A Develop and implement strategic plans
- CUEAUD04C Develop vision system installation plans
- CUEEVT03B Integrate knowledge of creative and technical production into management processes

Packaging Rules

- CUEFSH03B Plan an outdoor fireworks display
- CUELGT07C Record and operate lighting using advanced techniques
- CUEOHS02C Establish and maintain a safe and secure workplace
- CUEPMT11B Manage the production process
- CUETEM09B Manage diversity
- CUSSOU601A Manage production of sound designs
- CUSSOU602A Manage production of sound recordings
- SITXFIN007A Manage physical assets
- SITXHRM009A Provide mentoring support to business colleagues

CUE60303 Advanced Diploma of Stage Management

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected in Packaging Rules.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification reflects the role of a stage manager. As such it reflects the role of individuals who analyse, diagnose, design and execute judgements across a broad range of technical or management functions and who have a wide range of specialised technical, creative or conceptual skills. They are also responsible for group outcomes. This precise nature and scope of this role varies between workplaces, as does the career pathway to stage management. To reflect this situation, the qualification allows for a broad choice of elective options while ensuring a level of integrity in the core units.

Job roles

- Stage manager.
-

Pathways Information

Pathways into the qualification

The pathways to this qualification are diverse in nature and may include technical production and production management. Higher education qualifications, such as Bachelor Degrees, are also available in this area.

Candidates may enter the qualification with limited vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There are no licensing, legislative, regulatory or certification issues that affect this qualification. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• providing briefings and directions to cast and crew • reading and interpreting musical scores • notating a score • making public announcements • interpreting production call reference material • calling the production/event and providing cues • developing cue reference material • communicating with people from diverse cultural backgrounds • creating and distributing rehearsal documentation • developing and maintaining industry networks • negotiating arrangements
Teamwork	• coordinating cast and crew during performances • working collaboratively on productions with cast and crew • facilitating effective communication between participants • seeking feedback on draft production documentation from colleagues
Problem-solving	• developing/brokering solutions to problems which occur during performances and/or on tour • resolving conflict between participants • dealing with problems that arise from diversity issues • working out transport arrangements that will prevent damage to set items
Initiative and enterprise	• identifying potential problems and responding quickly to minimise negative impact • organising work assignments within team to facilitate

	innovative practice
Planning and organising	• analysing performance outline/script to determine production requirements • assessing artistic and technical requirements of a production to create production reference documents • overseeing total production set-up • assessing overall readiness for production commencement • maintaining and filing production documentation • organising materials, props and equipment for technical rehearsals • researching potential rehearsal venues • coordinating venue set-up • developing and implementing plans for touring a production • calculating the number of people needed for bump in/bump out • identifying risk factors and taking action to minimise risk • doing cost estimates and managing budgets • coordinating the purchase or hire of equipment/supplies
Self-management	• acting within the scope of individual authority • demonstrating leadership qualities and being a role model • managing own time effectively to meet production deadlines • following workplace procedures, including OHS
Learning	• participating in rehearsals • coaching colleagues in ways of accepting diversity in relation to colleagues and customers • identifying training needs in relation to diversity issues • keeping up to date with industry developments • providing coaching to team members on innovation in the workplace and OHS
Technology	• using two-way communication and public address systems • using the internet for research • using a computer to create production documentation

Packaging Rules

Total number of units = 25

11 core units

5 Group A units

9 elective units

The **9 elective units** may be selected from the **Group A** and/or **Group B units** listed below or may include any unit of competency from any endorsed Training Package. **4 of these elective units** may be selected from any accredited course.

Electives must be relevant to the work outcome, local industry requirements be at an appropriate qualification level.

Core units

Finance

CUEFIN02C Manage a budget

Health, safety and security

CUEOHS01C Implement workplace health, safety and security procedures

BSBRISK501A Manage risk

Industry capability

CUEIND01D Source and apply entertainment industry knowledge

Human resources

BSBMGT502B Manage people performance

Stage management

CUESMT05C Stage manage the production/event

CUESMT08B Call the production/event

CUESMT10B Organise and facilitate rehearsals

CUESMT12B Analyse performance outline/script

Technical workplace management

CUETEM06B Organise and monitor bump in/bump out

CUETEM08B Realise productions

Group A units (specialist)

Audio/sound

CUSSOU501A Develop sound designs

CUSSOU503A Implement sound design

CUSSOU601A Manage production of sound designs
CUSSOU602A Manage production of sound recordings

Costume

CUECOS405A Coordinate costume manufacture
CUFCOS501A Manage an off-site wardrobe department

Front of house

CUEFOH06C Manage venue services
WRRM1B Merchandise products

Lighting

CUELGT07C Record and operate lighting using advanced techniques
CUFLGT402A Set up, record and operate lighting cues and effects
CUFLGT501A Conceive and develop lighting designs

Make-up

CUFMUP401A Design, apply and remove make-up
CUFMUP501A Design and apply specialised make-up
CUFMUP502A Design and apply special make-up effects

Props

CUEPRP02B Research, obtain and prepare props
CUEPRP501A Conceive, develop and realise props designs
CUESET04C Use research, innovation and experimentation to create props
CUESET17B Develop props construction plans to meet design requirements

Scenic art

CUESCE04C Use research, innovation and experimentation to produce scenic art
CUESCE08B Realise scenic art designs

Sets

CUESET07C Use research, innovation and experimentation to create sets
CUESET11B Develop set construction plans to meet design requirements
CUESET501A Conceive, develop and realise set designs

Stage management

CUESMT06C Plot technical requirements from scores
CUESMT09B Plot and rehearse cues
CUESMT11B Create, update and use production reference documents

Staging

CUESTA01C Install staging elements

CUESTA06B Apply a general knowledge of theatrical rigging

Technical workplace management

CUETEM03C Establish and manage production requirements and resources

CUETEM07B Tour the production

Group B units**Administration and management**

BSBADM502B Manage meetings

BSBPMG510A Manage projects

BSBPUR501B Develop, implement and review purchasing strategies

BSBRISK501A Manage risk

CUEFIN01C Develop a budget

CUFCMP501A Manage and exploit copyright arrangements

CUVADM02B Plan work space

FNSICGEN402B Participate in negotiations

SITXGLC001A Develop and update legal knowledge required for business compliance

Audio

CUESOU03C Operate professional audio equipment

CUESOU07B Apply a general knowledge of audio to work activities

Creative process

BSBCRT501A Originate and develop concepts

BSBCRT601A Research and apply concepts and theories of creativity

Event management

CUEEVT03B Integrate knowledge of creative and technical production into management processes

SRXEVT007B Manage spectators at an event or program

Finance

SITXFIN007A Manage physical assets

SITXFIN008A Manage financial operations

Human resources

BSBWOR502A Ensure team effectiveness

Industry practice

BSBCON601A Develop and maintain business continuity plans

BSBCON701A Establish and renew the business continuity management framework and strategies

CUEIND02B Research and evaluate theatrical references to inform industry practice

CUVIND501A Maintain and apply creative arts industry knowledge

Lighting

CUFLGT101A Apply a general knowledge of lighting to work activities

CUFLGT302A Record and operate standard lighting cues

OHS

BSBOHS505B Manage hazards in the work environment

CUEOHS02C Establish and maintain a safe and secure workplace

Production management

CUETEM03C Establish and manage production requirements and resources

CUEPMT11B Manage the production process

CUFPPM408A Compile production schedules

Staging

CUESTA02C Operate staging elements

CUESTA05C Apply a general knowledge of staging to work activities

Technical general

CPCCCM1005A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CUETGE15B Handle physical elements safely during bump in/bump out

Technical workplace management

CUETEM01C Coordinate production operations

CUETEM09B Manage diversity

Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Vision systems

CUEAUD02C Prepare, rig, test and modify vision systems

CUEAUD03C Operate vision systems

CUEAUD06B Apply a general knowledge of vision systems to work activities

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes at this level follow.

Stage manager in a theatre

Core units plus:

- BSBADM502B Manage meetings
- BSBPMG510A Manage projects
- BSBPUR501B Develop, implement and review purchasing strategies
- CUEEVT03B Integrate knowledge of creative and technical production into management processes
- CUEIND02B Research and evaluate theatrical references to inform industry practice
- CUEPRP02B Research, obtain and prepare props
- CUEOHS02C Establish and maintain a safe and secure workplace
- CUESMT06C Plot technical requirements from scores
- CUESMT09B Plot and rehearse cues
- CUESMT11B Create, update and use production reference documents
- CUETEM07B Tour the production
- CUETEM09B Manage diversity
- FNSICGEN402B Participate in negotiations
- SRXEVT007B Manage spectators at an event or program

CUE60403 Advanced Diploma of Venues and Events

Modification History

Release	Comments
Release 2	Qualification updated in <i>CUE03 Entertainment Training Package version 3.2</i> Typographical error corrected and code identified change was required in Packaging Rules.
Release 1	This qualification first released with <i>CUE03 Entertainment Training Package version 1.0</i>

Description

This qualification is designed to reflect the role of individuals who analyse, diagnose, design and execute judgements across a broad range of technical or management functions and who have a wide range of specialised technical, creative or conceptual skills. They are also responsible for group outcomes. As such the qualification reflects the skills of a senior manager working in a venues and events context.

Job roles

- Venue manager (service focus)
- Venue manager (facilities focus)
- Production manager.
-

Pathways Information

Pathways into the qualification

The pathways to this qualification are diverse in nature and may include technical production and production management. Higher education qualifications, such as Bachelor Degrees, are also available in this area.

Candidates may enter the qualification with limited vocational experience and without a relevant lower-level qualification.

Licensing/Regulatory Information

Licensing, legislative, regulatory and certification considerations

There are no licensing, legislative, regulatory or certification issues that affect this qualification. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by the entertainment industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options. This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	- writing reports - interpreting creative parameters of productions - interpreting scripts, production schedules and lighting plans - developing and maintaining industry networks - liaising with suppliers and contractors - using networks to assist in the implementation of promotional activities - undertaking a general public relations role on behalf of an organisation
Teamwork	- presenting market intelligence to colleagues - discussing industry issues with colleagues - communicating regularly and openly with personnel throughout the production process - consulting on resource requirements - chairing production meetings and distributing information about meeting outcomes - delegating tasks and responsibilities to team members - providing information on protocol to colleagues and customers
Problem-solving	- analysing production requirements, and preparing cost estimates and production schedules - developing and managing budgets
Initiative and enterprise	- investigating ways of reducing costs - addressing legal requirements - responding to the unexpected during performances - developing contingency plans to accommodate potential delays

	- in productions - facilitating outcomes that balance different production and creative needs
Planning and organising	- planning and organising marketing and promotional activities - planning and monitoring the entire pre-production planning phase for a live production/event - managing tasks concurrently and in accordance with production deadlines - incorporating market intelligence into planning processes - being proactive in identifying new requirements during the pre-production phase - creating a production timeline that takes a wide range of factors into consideration - keeping financial records - sourcing alternative resources - maintaining resource documentation
Self-management	- managing one's own time effectively to meet deadlines - projecting a professional image when representing and promoting the organisation - following workplace operational, safety and security procedures - demonstrating leadership qualities
Learning	- identifying potential risks and taking action to minimise risk - organising materials and equipment for installation of lighting equipment - setting up and testing equipment in advance to ensure working order - keeping up to date with industry developments, trends, products and services - participating in rehearsals - providing OHS information to staff
Technology	- using accounting and planning/scheduling software applications - using the internet for research

Packaging Rules

Total number of units = 25

10 core units

9 Group A units

6 elective units

The **6 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any endorsed Training Package. **4 of these elective units** may be selected from any accredited course.

Electives must be relevant to the work outcome, local industry requirements and be at an qualification level.

Core units

Business administration and management

BSBADM502B	Manage meetings
BSBINM501A	Manage an information or knowledge management system
BSBMGT515A	Manage operational plan
BSBPMG510A	Manage projects
SITXGLC001A	Develop and update legal knowledge required for business compliance

Finance

CUEFIN01C	Develop a budget
CUEFIN02C	Manage a budget

Health, safety and security

CUEOHS01C	Implement workplace health, safety and security procedures
BSBR5K501A	Manage risk

Industry practice

CUEIND01D	Source and apply entertainment industry knowledge

Group A units (specialist)

Business administration and management

BSBINM501A	Manage an information or knowledge management system
BSBINN502A	Build and sustain an innovative work environment
BSBMGT516A	Facilitate continuous improvement
BSBMGT616A	Develop and implement strategic plans
BSBMGT617A	Develop and implement a business plan

BSBPUR501B	Develop, implement and review purchasing strategies
BSBSUS501A	Develop workplace policy and procedures for sustainability
CUEFOH06C	Manage venue services
CUFCMP501A	Manage and exploit copyright arrangements
CUVADM02B	Plan work space
CUVADM08B	Develop and manage public relations strategies
SRXFAC003B	Implement facility maintenance programs
TAATAS502B	Prepare a tender bid

Event management

CUEEVT03B	Integrate knowledge of creative and technical production into management processes
SRXEVT007B	Manage spectators at an event or program
SITXEVT006A	Research and evaluate event industry trends and practices
SITXEVT007B	Determine event feasibility
SITXEVT008A	Plan and develop event proposals and bids
SITXEVT013A	Manage event staging
SITXEVT017A	Provide onsite event management services

Human resources

BSBCUS501A	Manage quality customer service
BSBLED501A	Develop a workplace learning environment
CUETEM09B	Manage diversity
SITXHRM008A	Manage workplace relations

Production management

CUETEM03C	Establish and manage production requirements and resources
CUEPMT11B	Manage the production process
CUFPPM408A	Compile production schedules

Group B units**Audio**

CUESOU07B	Apply a general knowledge of audio to work activities

Business administration and management

BSBPUR402B	Negotiate contracts

Event management

SITXEVT001A	Develop and update event industry knowledge
SITXEVT010A	Evaluate and address event regulatory requirements
SITXEVT011A	Develop crowd control plans and procedures
SITXEVT012A	Select event venues and sites
SITXEVT015A	Manage exhibitions
SITXEVT016A	Organise and monitor event infrastructure
SITXEVT018A	Develop a transport strategy for an event
SITXEVT019A	Manage multi-venue events

Finance

BSBFIM502A	Manage payroll
CUSFIM501A	Secure funding for projects
SITXFIN007A	Manage physical assets
SITXFIN008A	Manage financial operations

Human resources

SITXHRM003A	Roster staff
SITXHRM006A	Monitor staff performance
SITXHRM009A	Provide mentoring support to business colleagues

Industry practice

BSBCON601A	Develop and maintain business continuity plans
BSBCON701A	Establish and renew the business continuity management framework and strategies
CUVIND501A	Maintain and apply creative arts industry knowledge

Intellectual property

BSBIPR501A	Manage intellectual property to protect and grow business
BSBIPR601A	Develop and implement strategies for intellectual property management

Lighting

CUFLGT101A	Apply a general knowledge of lighting to work activities

Marketing

BSBMKG501B	Identify and evaluate marketing opportunities
BSBMKG608A	Develop organisational marketing objectives
BSBMKG609A	Develop a marketing plan

SITXMPR001A Coordinate the production of brochures and marketing materials

OHS

CUEOHS02C Establish and maintain a safe and secure workplace

Relationship management

BSBREL701A Develop and cultivate collaborative partnerships and relationships

Research and innovation

BSBINN501A Establish systems that support innovation

BSBINN502A Build and sustain an innovative work environment

Stage management

CUESMT08B Call the production/event

Staging

CUESTA05C Apply a general knowledge of staging to work activities

Sustainability

BSBSUS501A Develop workplace policy and procedures for sustainability

Vision systems

CUEAUD06B Apply a general knowledge of vision systems to work activities

Selecting electives for different outcomes

The context for this qualification varies, and this must guide the selection of elective units. The following examples are designed to assist in the selection of appropriate electives for particular outcomes at this level, but they are in no way prescriptive.

Venue manager (service focus)

Core units plus:

- BSBCUS501A Manage quality customer service
- BSBINN502A Build and sustain an innovative work environment
- BSBMGT516A Facilitate continuous improvement
- BSBMGT616A Develop and implement strategic plans
- BSBMGT617A Develop and implement a business plan
- BSBPUR501B Develop, implement and review purchasing strategies
- CUEFOH06C Manage venue services
- CUETEM09B Manage diversity
- CUVADM05B Plan and develop information management systems
- SITXHRM003A Roster staff

- SITXHRM006A Monitor staff performance
- SITXEVT008A Plan and develop event proposals and bids
- SITXEVT011A Develop crowd control plans and procedures
- SITXEVT013A Manage event staging
- SITXEVT017A Provide on-site event management services

Venue manager (facilities focus)

Core units plus:

- BSBCUS501A Manage quality customer service
- BSBINM501A Manage an information or knowledge management system
- BSBMGT516A Facilitate continuous improvement
- BSBMGT617A Develop and implement a business plan
- BSBPUR501B Develop, implement and review purchasing strategies
- BSBSUS501A Develop workplace policy and procedures for sustainability
- CUEEVT03B Integrate knowledge of creative and technical production into management processes
- CUEFOH06C Manage venue services
- CUETEM09B Manage diversity
- CUVADM02B Plan work space
- SITXFIN007A Manage physical assets
- SITXHRM006A Monitor staff performance
- SRXEVT007B Manage spectators at an event or program
- SITXEVT017A Provide on-site event management services
- SRXFAC003B Implement facility maintenance programs

Production manager

Core units plus:

- BSBCUS501A Manage quality customer service
- BSBMGT617A Develop and implement a business plan
- BSBPUR501B Develop, implement and review purchasing strategies
- BSBSUS501A Develop workplace policy and procedures for sustainability
- CUEEVT03B Integrate knowledge of creative and technical production into management processes
- CUEMAR03C Undertake marketing activities
- CUEOHS02C Establish and maintain a safe and secure workplace
- CUEPMT11B Manage the production process
- CUETEM03C Establish and manage production requirements and resources
- CUFPPM408A Compile production schedules
- CUVADM02B Plan work space

- SITXFIN007A Manage physical assets
- SITXHRM006A Monitor staff performance
- SITXHRM008A Manage workplace relations
- TAATAS502B Prepare a tender bid

CUEAUD01C Repair and maintain vision systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to perform basic regular maintenance and simple repairs on vision systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Technicians working with audio visual equipment in the screen, media and entertainment industries typically apply the skills and knowledge described in this unit. Under the supervision of senior technical staff, they are responsible for basic repairs and maintenance of equipment and facilities needed for a wide range of productions. Complex repairs requiring specific mechanical, electrical or electronic skills are referred to specialist service technicians. This unit has linkages to a range of other vision systems units, and combined training and/or assessment with those units would be appropriate, e.g.: • CUEAUD02C Prepare, rig, test and modify vision systems • CUEAUD03C Operate vision systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Maintain vision systems	1.1. Periodically undertake <i>maintenance</i> work to restore <i>vision systems</i> equipment to optimum working condition 1.2. Clean and maintain equipment, cables and <i>accessories</i> in accordance with <i>organisational</i> requirements and maintenance instructions 1.3. Check and replace <i>spares and consumables</i> in accordance with organisational requirements and manufacturer instructions 1.4. Record or report the status of all components

ELEMENT	PERFORMANCE CRITERIA
	checked, maintained or replaced according to enterprise procedures 1.5. Conduct equipment safety checks in accordance with manufacturer instructions and in compliance with the relevant industry and Australian standards 1.6. Complete maintenance documentation according to enterprise procedures and provide copies to relevant personnel
2. Repair vision systems	2.1. Recognise faults and safely shutdown equipment following manufacturer instructions and organisational procedures 2.2. Isolate the fault, using logical fault detection procedures, to specific equipment or parts of the equipment and correctly determine complexity of repair requirements 2.3. Conduct simple repairs and label any faulty equipment which cannot be repaired 2.4. Refer complex repairs to technical specialists in consultation with relevant personnel 2.5. Discuss faults and repair needs with technical specialists and, if appropriate, have technical specialists pilot the repair from a remote location 2.6. Complete repair documentation according to organisational procedures and report to relevant personnel as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- typical maintenance needs and schedules for the range of vision systems in use
- cleaning agents, equipment and techniques for the major types of vision systems
- interpretation of service documentation and manuals
- common repair requirements for the major types of vision systems
- spare parts and sub-assemblies used in vision system repair and maintenance

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- techniques and processes for detecting faults
- connection protocols, connectors and adaptors used with vision systems
- storage and maintenance and specific properties of various recording/playback mediums used in vision systems, eg computer discs, tapes, slides, video, film, servers, RAM chips
- specific occupational health and safety issues and regulations in relation to the repair and maintenance of major types of vision systems

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- ability to correctly use repair and maintenance techniques on multiple pieces of vision systems
- correct selection and use of tools
- application of logical fault detection procedures
- correct interpretation of service and technical manuals
- knowledge of occupational health and safety principles, issues in relation to the major types of vision systems.

Context of and specific resources for assessment

The assessment context must provide for:

- demonstration of skills within an environment which has a range of operational equipment on which the candidate can work, including sound, lighting and projection items
- completion of fault detection, repair and maintenance tasks within typical workplace time constraints.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

- direct observation of maintenance and repair tasks

EVIDENCE GUIDE

	conducted by the candidate • inspection of items repaired or maintained by the candidate • review of repair reports prepared by the candidate • written or oral questioning to test knowledge of typical vision systems and occupational health and safety issues and regulations • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a range of industry current vision systems • a venue where maintenance and repairs can be completed • the tools required to complete repair and maintenance tasks.

Range Statement**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.

Maintenance of equipment may include:

- alignment/adjustment of playback equipment
- checking all cords and cables are in good condition with insulation intact
- checking and replacing globes
- checking and storing of audiovisual materials

RANGE STATEMENT	
	and copying materials • checking controls units, focus, slide trays • checking locking and clamping mechanisms are in good order • checking, cleaning and simple repairs to screens • cleaning heads on recorders/playback units • cleaning lenses • cleaning microphones and replacing inserts • dusting and cleaning exteriors and interiors of all types of vision systems • preparing backup copies of materials • replacing consumables or readily exchangeable parts, e.g. globes, batteries, gels, filters, screens, lenses • testing and replacing batteries
<i>Vision systems</i> may be used in a range of environments, including:	• attractions and theme parks • auditoria and classrooms • clubs • events • festivals • film locations • hotels • live theatre, front or back of house • meeting and conference facilities • outdoor venues • outside broadcasts • shopping centres • showgrounds • studio
<i>Accessories</i> may include:	• camera controls • camera pedestals • chains and other rigging (within scope of licensing requirements) • curtaining • masking • mounting brackets • rostrums/lecterns • stands • trolleys • truss

RANGE STATEMENT	
Organisational procedures associated with repairing vision systems may include:	• documenting repairs • using particular specialists for major repairs • writing and attaching labels to faulty equipment
Spares and consumables may include:	• batteries • cables • connectors • filters • gels • globes • lenses • screens
Relevant personnel may include:	• clients • designers • directors • editors • graphic artists • head of departments • photographers • sound engineers • staging or lighting crew • supervisors • technical director • other specialist staff
Minor repairs may include:	• any instance where a faulty item can be removed and replaced simply and tagged without specific electric or electronic skills • changing and testing faulty control systems, mixers, patch bays, cables, remote units, speakers, projectors • changing blown globes • exchanging parts of equipment (cables, lenses, trays, microphones, sound recording and playback equipment) • replacing faders • replacing fuses • replacing parts of microphone stands • replacing sound equipment connectors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - vision systems

Co-requisite units

Co-requisite units		

CUEAUD02C Prepare, rig, test and modify vision systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret vision system plans, install equipment and conduct pre-production/event checks in accordance with the plans. The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels. CPCCLDG3001A Licence to perform dogging CPCCLRG3001A Licence to perform rigging basic level CPCCLRG3002A Licence to perform rigging intermediate level CPCCLRG4001A Licence to perform rigging advanced level. Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering a construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' fulfils this requirement.

Application of the Unit

Application of the unit	Vision system technicians who operate equipment in a range of live production or event environments require these skills. This unit also has strong linkages to the following units, and combined training and/or assessment with those units may be appropriate, e.g.: • CUEAUD03C Operate vision systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify requirements and prepare vision systems	1.1. Liaise with relevant personnel and interpret the vision system plan to determine and confirm the vision system requirements 1.2. Identify rigging, cabling and power requirements and calculate accurately in accordance with the vision system plan 1.3. Select, assemble and test equipment and accessories and consumables to ensure that they are working and prepared for installation 1.4. Recognise faults and take appropriate remedial action 1.5. Pre-rig all relevant vision system equipment as required by the vision system plan and in accordance with licencing regulations 1.6. Prepare, roll, test and service extension leads, looms and cables in accordance with design specifications, enterprise and legislative requirements 1.7. Construct or devise effects and masking as required 1.8. Establish contingency plans in the event of equipment malfunction and prepare back-up equipment
2. Install vision systems	2.1. Determine the positioning of all vision systems and the necessary support requirements 2.2. Install supports or check that any rigging and mounts have been installed in the appropriate position 2.3. Use safe lifting and handling techniques to install all vision systems, primary and back-up, according to the requirements of the plan 2.4. Lay and secure power and other cables to avoid damage and hazardous situations
3. Test and modify vision systems	3.1. Patch and test all equipment and accessories to ensure operational efficiency and working order 3.2. Check all equipment in conjunction with other technical operations as required 3.3. Identify any problems and modify the installation or technical elements of the equipment in consultation with relevant personnel 3.4. Complete any documentation according to enterprise procedures and provide copies to relevant personnel as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• reading and interpreting documentation and plans • calculating power loads, lengths and areas and other mathematical requirements • key operational features of different types of vision systems
Required knowledge
• the capacities and limitations of various type of projectors and other elements used in vision systems • general understanding of other technical elements of the production/event such as staging, lighting and sound elements to be used in conjunction with vision systems • general knowledge of rigging procedures, including licencing requirements and restrictions • relevant organisational and legislative occupational health and safety requirements, including those related to safe manual handling techniques and working at heights

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • technical knowledge of the operating functions of a range of audiovisual equipment • correct interpretation of vision system plans • knowledge of occupational health and safety principles, procedures and regulations.
Context of and specific resources for assessment	The assessment context must provide for: • the installation and testing of a variety of vision

EVIDENCE GUIDE	
	systems, including sound, lighting and projection equipment • completion of installation and testing tasks within typical workplace time constraints • installation and testing of equipment according to more than one plan to ensure that skills can be adapted to different contexts and vision system requirements • use of industry-current equipment.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of installation and testing tasks conducted by the candidate • project or role play activities which allow the candidate to demonstrate skills in interpreting plans and choosing correct equipment • written or oral questioning to test knowledge of typical vision systems • written or oral questioning to test knowledge of occupational health and safety issues and regulations • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • vision system plans • a range of standard industry-current vision systems • a venue where vision systems can be installed and tested.

Range Statement

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.

<i>Relevant personnel</i> may include:	• client • designer • director • editors • graphic artists • head of department • lighting and staging crew • photographers • production manager • sound engineers • stage manager • supervisor • technical director • other specialist/technical staff
<i>Vision systems</i> may be used in a range of environments, including:	• attractions and theme parks • clubs • events • festivals • hotels • live theatre, front or back of house • meeting and conference facilities • outdoor venues • shopping centres • showgrounds
<i>Testing</i> may include ensuring that:	• all equipment is patched correctly • all operational functions are working correctly • correct accessories are fitted • vision system, lighting, sound, and staging elements can function sympathetically
<i>Accessories</i> may include:	• chains and other rigging • curtaining • flats

RANGE STATEMENT	
	• masking • mounting brackets • rostrum • screens • stands • trolleys • truss • other staging effects
Consumables may include:	• batteries • cables • CDs • computer discs • connectors • DVDs • filters • gels • globes • lenses • screens
Vision system equipment may include:	• amplifiers and PA systems • cable or infra-red controllers • communications systems (talkback) • computerised operating console • computers • connectors • lighting control or computers • lighting fixtures • microphones (cabled and wireless) • monitors • projection equipment, including: • 35mm slides • data grade projectors • film of any gauge • overhead projectors • surtitles • video projectors • recording and playback devices for audio and images • show relay • speakers

RANGE STATEMENT

	• televisions • two-way communication sets • video players • video, digital and still cameras

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - vision systems

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following unit:	
	CUEAUD06B	Apply a general knowledge of vision systems to work activities

CUEAUD03C Operate vision systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to operate a range of vision systems during a live production or event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Technicians working with audio visual equipment in the screen, media and entertainment industries typically apply the skills and knowledge described in this unit. They are responsible for interpreting vision system production requirements and participating in run-throughs prior to performances. Often their duties also include setting up and disassembling equipment. This unit also has strong linkages to the following units, and combined training and/or assessment with those units may be appropriate, e.g.: • CUEAUD02C Prepare, rig, test and modify vision systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Participate in technical or creative run through	1.1.Liaise with <i>relevant personnel</i> and read production documents to determine the technical and production requirements for <i>vision systems</i> 1.2.Participate in any required technical or creative run-through, note any <i>equipment</i> deficiencies or technical adjustments to be made 1.3.Plot and run through cues on direction from relevant personnel and according to equipment, sequencing, timing and speed requirements 1.4.Make any necessary changes to cues and modify cue sheets as required 1.5.Execute any necessary changes to equipment according to modifications required
2. Prepare for vision	2.1.Check that final requirements for vision systems

ELEMENT	PERFORMANCE CRITERIA
system operation	operation have been identified, implemented and documented 2.2. Check communications equipment to ensure that it is in working order 2.3. Power up and conduct a check on all primary and back-up equipment and accessories to ensure that they are in working order 2.4. Rectify any faults or problems and inform relevant personnel of any ongoing problems
3. Operate vision systems	3.1. Execute on cue all vision system operations in accordance with the running sheet and/or direction from relevant personnel 3.2. Use all equipment features correctly and liaise with other technical personnel, as required, to ensure delivery of the required vision system effect 3.3. Modify cues, as required, to cater for unexpected contingencies 3.4. React to any equipment malfunctions by rectifying the fault safely and efficiently and inform relevant personnel 3.5. Use back-up systems appropriately if required
4. Shut down and disassemble the equipment	4.1. Safely power down the equipment following manufacturer instructions and enterprise procedures 4.2. Secure vision systems to avoid damage when unattended 4.3. Break down and carry vision system and, accessories employing safe lifting techniques 4.4. Safely pack all equipment to avoid damage and prepare for transport if required 4.5. Leave the work site in the original or improved condition, ensuring that there has been no adverse impact on the site 4.6. Complete any organisational documentation accurately and provide copies to relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE	
Required skills	
• effective communication techniques for working with others during a live performance/production • literacy skills sufficient to interpret documentation and plans, running sheets	
Required knowledge	
• the role and responsibilities of the vision systems technician during the actual operation of a production/performance, including appropriate protocols to be followed • problem solving techniques during live production in relation to issues which arise with vision systems • the technical operational aspects of the main types vision systems • the performance capacities and limitations of various projectors and other elements used in vision systems • understanding other technical elements of the production/event such as staging, lighting and sound elements to be used in conjunction with vision systems • general knowledge of rigging procedures, including licencing requirements and restrictions • relevant organisational and legislative occupational health and safety requirements, including safe manual handling techniques	

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • technical knowledge of and ability to operate functions of a range of vision systems • collect interpretation of vision system running sheets • effective communication with clients and other technical personnel • knowledge of occupational health and safety principles, procedures and regulations, especially

EVIDENCE GUIDE	
	safe lifting techniques.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills using a variety of vision systems during a live production or event • operating vision systems within typical workplace time constraints • operation of equipment according to more than one running/cue sheet to ensure that skills can be adapted to different contexts and vision system requirements • use of industry-current equipment.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the operation of vision systems by the candidate • evaluation of vision system presentations operated by the candidate • project or role play activities which allow the candidate to demonstrate skills in interpreting and amending running/cue sheets • role play and test activities which highlight fault detection and rectification • written or oral questioning to test technical knowledge of typical vision systems and occupational health and safety issues and regulations • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • use of vision system running/cue sheets • a range of standard industry current vision systems • a venue where a full range of vision systems can be operated.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• client • designer • director • editors • graphic artists • head of department • lighting and stage crew • photographers • sound engineers • supervisor • other specialist staff
<i>Vision systems</i> may be used in a range of environments, including:	• attractions and theme parks • clubs • events • festivals • hotels • live theatre, front or back of house • meeting and conference facilities • outdoor venues • shopping centres • showgrounds
<i>Equipment</i> may include:	• amplifiers and PA systems • cable or infra-red controllers • communications systems (talkback) • computerised operating console • computers • connectors • lighting control or computers • lighting fixtures • microphones (cabled and wireless)

RANGE STATEMENT	
	• monitors • projection equipment, including: • 35mm slides • data grade projectors • film of any gauge • overhead projectors • surtitles • video projectors • recording and playback devices for audio and images • show relay • speakers • televisions • two-way communication sets • video players • video, digital and still cameras
Accessories may include:	• chains and other rigging • curtaining • flats • masking • mounting brackets • rostrum • screens • stands • trolleys • truss • other staging effects

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - vision systems

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following unit:	
	CUEAUD06B	Apply a general knowledge of vision systems to work activities

CUEAUD04C Develop vision system installation plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret a brief for the vision system requirements of a production or event and to design a plan for the installation of vision systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior technicians or technical directors apply the skills and knowledge outlined in this unit. In this role they are responsible for developing vision system plans which requires considerable knowledge of the operational aspects of all types of vision systems. This unit also has strong linkages to the following units, and combined training and/or assessment is strongly recommended: • CUVCRS03A Produce computer-aided designs (CADD).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Receive and interpret the brief for vision system requirements	1.1. Interpret and confirm the <i>vision system</i> requirements for the production/event through discussions with <i>relevant personnel</i> 1.2. Identify the type of production and the available budget for the vision system component 1.3. Identify deadlines for the development of the <i>plan</i> and the <i>installation</i> according to client requirements
2. Identify all vision system components required to meet the brief	2.1. Undertake research into the style of production/event and generate and assess a range of ideas for the delivery of vision system services 2.2. Research the venue facilities and <i>constraints</i> to determine optimum positioning of vision systems to achieve the desired outcome 2.3. Determine the range and numbers of vision systems

ELEMENT	PERFORMANCE CRITERIA
	needed to meet the technical and creative requests 2.4. Determine the human and financial resources required to set up and operate the vision systems
3. Produce a vision system plan	3.1. Produce the vision system plan to reflect the brief 3.2. Take into consideration all research findings, any identified constraints, and any suggested improvements to the original brief 3.3. Draw the vision system plan to scale and title block, key or legend, and industry standard symbols 3.4. Identify all relevant information on the plan, including location and types of vision systems, accessories and supports or mounts and power sources 3.5. Include an accurate list of all equipment and technician requirements for the production/event
4. Present and update vision system plan	4.1. Present the plan to relevant personnel and explain technical requirements 4.2. Participate in the ongoing evaluation of the presented plan 4.3. Negotiate and agree to additional requirements or modifications and undertake any necessary amendments to the audiovisual plan 4.4. Make the final plan available to relevant personnel to ensure smooth installation and operation of vision systems

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to develop plans and communicate vision system design

Required knowledge

- the capacities and limitations of different types of vision systems and elements used in vision systems
- technical requirements and constraints of installing all types of vision systems
- rigging requirements for vision systems

REQUIRED SKILLS AND KNOWLEDGE

- typical processes and procedures for the development of vision system plans
- costing and budget issues associated with the design of vision system installation planning, including equipment and technician costs, ways to reduce costs, ways of presenting costs
- processes and procedures typically used to ensure version control for draft and final plans
- occupational health and safety issues to be considered for vision system installation

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- technical knowledge of the performance capacity of range of vision systems
- effective interpretation of the brief and development of workable plans to meet the brief
- effective communication with clients and other technical personnel.

Context of and specific resources for assessment

The assessment context must provide for:

- development of installation plans for more than one event or production
- involvement of and interaction with others (client, production team) to reflect the collaborative nature of the planning process.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

- project or work activities to develop an installation plan for a particular production/event
- project or role play activities which allow the candidate to demonstrate skills in interpreting briefs and presenting plans

EVIDENCE GUIDE	
	- written or oral questioning to test technical knowledge of typical vision systems - review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - a brief and budget for vision system requirements - manual or computerised drawing materials - access to a venue or venue plans in order to develop a tailored installation plan.

Range Statement

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.	
<i>Vision systems</i> may be used in a range of environments, including:	- attractions and theme parks - clubs - events - festivals - hotels - live theatre, front or back of house - meeting and conference facilities - outdoor venues - shopping centres - showgrounds

RANGE STATEMENT	
<i>Relevant personnel</i> may include:	• clients • designers • directors • editors • graphic artists • head of departments • photographers • sound engineers • supervisors • other specialist staff
<i>Plans</i> may be drawn for:	• external venues hired by a client • in-house venues • multiple room/auditoria events • single room/auditorium events.
Vision system <i>installation</i> plans are developed in accordance with:	• budget constraints • local authority regulations • organisational policies and procedures • other resource constraints • production and/or venue requirements and limitations • production schedule • relevant legislative and organisational occupational health and safety requirements • technical constraints
<i>Constraints</i> may include:	• cost of requested presentation style/equipment exceeds budget • presentation style requested may not suit the size of the venue • venue may not be able to accommodate the types of equipment requested
<i>Accessories</i> may include:	• chains and other rigging • curtaining • flats • masking • mounting brackets • rostrum • screens • stands • trolleys • truss

RANGE STATEMENT	
	• other staging effects
Equipment may include:	• amplifiers and PA systems • cable or infra-red controllers • communications systems (talkback) • computerised operating console • computers • connectors • lighting control or computers • lighting fixtures • microphones (cabled and wireless) • monitors • projection equipment, including: • 35mm slides • data grade projectors • film of any gauge • overhead projectors • surtitles • video projectors • recording and playback devices for audio and images • show relay • speakers • televisions • two-way communication sets • video players • video, digital and still cameras

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - vision systems

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following units:	
	CUEAUD02C	Prepare, rig, test and modify vision systems
	CUEAUD03C	Operate vision systems
	CUEAUD06B	Apply a general knowledge of vision systems to work activities

CUEAUD06B Apply a general knowledge of vision systems to work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide assistance to audiovisual technicians. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Under the supervision of experienced technicians, trainees or junior staff members undertake the role outlined in this unit .They need a basic knowledge of the main types of vision systems and the procedures for tasks such as cabling and positioning of equipment. This unit has linkages to a range of other units and combined assessment and/or training may be appropriate, e.g.: • CUETGE15B Handle physical elements safely during bump in/bump out.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Make preparations for simple vision system activities	1.1. Extract key information from installation/set up plans and confirm requirements with supervisor 1.2. Identify appropriate rigging/positioning points for <i>vision systems</i> 1.3. Correctly identify cables used to connect components Correctly identify and sort <i>equipment</i> in preparation for set up
2. Complete tasks using vision systems	2.1. Place equipment in the correct position according to supervisor's instructions and within licensing restrictions 2.2. Complete cabling of equipment according to supervisor's instructions and safety requirements 2.3. Finalise set-up tasks according to supervisor's instructions and safety requirements, and test

ELEMENT	PERFORMANCE CRITERIA
	operation 2.4. Identify any <i>problems with equipment</i> promptly, take action within scope of individual responsibility or report to supervising technician 2.5. Communicate appropriately with technicians, performers or customers during the completion of tasks

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- patching and operating commonly used signal processors
- the meaning and use of electrical measurements, including voltage, current resistance, power insulation and circuit continuity, having regard to magnitude, AC or DC, circuit state (energised or de-energised)
- literacy skills sufficient to extract key information from installation
- numeracy skills sufficient to count, sort and position equipment

Required knowledge

- the general scope and potential of vision system operations within different contexts
- the relationship between vision system operations and other technical and performance areas, including sound, lighting and performance
- the key features, purpose and basic operating procedures of major types of AV equipment, including projectors (slide, video and data)
- different types of cable and their usage in different situations and for different types of equipment
- common formats of vision system plans and how these relate to practical work tasks
- legal and safety issues with regard to vision system operations as they affect individual workers
- common terminology used in relation to audiovisual operations
- general knowledge of power, including recognition of different power outlets and safe use of power extension leads

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • ability to complete a range of simple vision system tasks safely and in accordance with instructions • introductory knowledge of the major types of vision systems, including key features and safety issues.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the completion of a range of preparatory and set up tasks with industry-current vision systems equipment • project or work activities that allow knowledge to be applied to specific live production contexts and situations • completion of tasks within workplace-realistic time constraints.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate working with equipment and completing tasks • inspection of equipment set up by the candidate • oral questioning/interviewing to assess knowledge of equipment and procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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).

EVIDENCE GUIDE**Guidance information for assessment**

Assessment of this unit requires access to:

- current and operational vision systems as specified in the Range Statement
- vision system plans or instructions.

Range Statement**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.

Vision system activities within this unit must include:

- cabling of equipment, including making cables using connectors and crimping tools
- positioning of equipment
- testing the basic operation of equipment

Equipment may include:

- 35mm and 16mm projectors
- audio equipment, including:
 - amp racks
 - amplifiers
 - cables
 - compact disc players
 - connectors
 - effects and mixing desks
 - equalisers
 - feedback monitors
 - microphones
 - speakers
 - tape recorders
- cables and wireless microphones
- computer-operated equipment
- digital and still cameras
- lighting equipment
- portable LCD and DLP projectors
- screens

RANGE STATEMENT	
	• video players and monitors
<i>Problems with equipment</i> would be quite simple in nature and may include:	• difficulties with positioning • discrepancies within plans • incorrect number of equipment pieces • insufficient or wrong cabling • not receiving signal from input devices to display/output devices • problems with power source

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - vision systems

Co-requisite units

Co-requisite units		

CUECIN01C Receive and assemble film

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to take delivery of film, check its condition and assemble a full cinema program using appropriate splicing techniques. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A cinema projectionist applies the skills and knowledge outlined in this unit which deals specifically with film of varying gauges, e.g. 16mm, 35 mm. Typically they would be working in a commercial cinema complex, where shift work is common. This unit has strong linkages to the following units and combined assessment and/or training is recommended: • CUECIN02C Prepare film for screening • CUECIN03C Screen the film • CUECIN04C Prepare film for dispatch • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Receive film	1.1. Take delivery of <i>film</i> and check to ensure that all <i>film reels</i> have been received for the film to be screened 1.2. Store all <i>freight</i> cans or boxes appropriately 1.3. Identify the deadline for assembling the film in consultation with relevant colleagues, and plan work accordingly
2. Check film	2.1. Handle the film appropriately to avoid <i>damage</i> during assembly 2.2. Check all reels for consistent winding 2.3. Check the film condition for damage using appropriate <i>film inspection techniques</i> 2.4. <i>Repair</i> film as required and/or request replacement

ELEMENT	PERFORMANCE CRITERIA
	film from <i>appropriate sources</i> 2.5. Check existing splices to ensure they are clean and will hold under pressure and replace as required 2.6. Identify <i>screening ratio</i> and <i>sound format</i> of the film to ensure that the film is screened correctly 2.7. Check that subtitles are on the film in the relevant language, if required, and ensure that they are positioned correctly on the screen
3. Assemble film program	3.1. Read and correctly interpret labels and other film information during the assembly process 3.2. Assemble the film in the correct program screening order, according to the program schedule 3.3. Ensure that opening titles and closing credits are in the film program 3.4. Maintain consistent film technical specifications and ensure minimal damage/wear and tear to film during the assembly process 3.5. Make precise, aligned, clean and frame to frame tape splices which are appropriate to the <i>film transport system</i> 3.6. Splice film to provide structural strength and ease of re-assembly and disassembly, smooth passage through the gate and steady screen presentation 3.7. Ensure minimum loss of frames during the splicing process 3.8. Clearly mark all assembly points on the film
4. Complete assembly and store the program	4.1. Apply sensor tape to cue the automation system as appropriate 4.2. Wind the assembled film onto reels appropriate for film transport system 4.3. Clearly label the <i>film program</i> with name of film and any other details for its future screening 4.4. Store assembled film program in <i>appropriate projection room</i> conditions prior to screening 4.5. Complete any relevant sections of a <i>projection</i> report to document any faults discovered with the film upon assembly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and organising activities sufficient to follow logical work sequences
- literacy and numeracy skills to count film reels and mark film
- technology and problem solving skills in the context of checking/repairing film

Required knowledge

- terminology associated with cinema projection
- safe film handling techniques
- principles and techniques of film splicing and program assembly
- operational knowledge of film assembly equipment
- understanding of film projection equipment and how assembly affects the screening of film
- film technical specifications
- film inspection techniques and evaluation of film condition
- problems with film quality, causes of damage and basic repair remedies
- screening ratios
- appropriate projection room storage conditions
- hazards associated with projector lamps, three-phase power, handling and storage of film

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- ability to execute precise and structurally sound splices which allow for optimum presentation
- safe handling of film
- assembling film programs in accordance with a program schedule and within commercially

EVIDENCE GUIDE	
	acceptable timeframes.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills within a fully equipped projection room or environment where film program assembly tasks are undertaken • assembly of film programs for more than one program schedule to ensure that skills can be consistently demonstrated • completion of assembly tasks within typical workplace time constraints.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of assembly tasks conducted by the candidate • project activities that allow completion of and reporting on a range of assembly activities • review of projection reports prepared by the candidate • written or oral questioning to test knowledge of typical assembly equipment, film handling and splicing techniques, storage conditions and safety issues • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a program schedule and film to be assembled • a range of standard industry-current film assembly equipment and consumables such as winders, splicers and splicing tape • the projection room of a venue where films are to be screened or another environment where film

EVIDENCE GUIDE

	- assembly can be completed - use of typical industry projection reports.

Range Statement**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.

<i>Film</i> gauge may include:	16mm 35mm 70mm - IMAX - Super 8
<i>Film reels</i> may include:	12000 ft reels 15000 ft reels 2000 ft reels 6000 ft reels
Film <i>freight</i> format may include:	- film on cores - film on reels
Checking the condition of film must involve identifying the following types of <i>damage</i> and their causes:	- abrasion - blistering/burns - breaks - brittleness - cinching - colour shift - creases - edge damage - emulsion deterioration - perforation damage - scratches - shrinkage - sprocket marks across image and sound track - surface contamination

RANGE STATEMENT	
Film inspection techniques may include:	• inspection by hand • visual inspection
Repairs to film may include:	• removing of sensor tape • repair of torn frames and perforations
Appropriate sources may include:	• cinema manager • distribution company • supervisor
Screening ratio may include:	• 1:1.33 • 1:1.66 • 1:1.85 • Cinemascope
Sound format may include:	• digital formats • Dolby A • Dolby SR • mono
Film transport systems may include:	• mutt • platter • reels • tower
Film program may include:	• advertising • feature films • short films • trailers
Appropriate projection room storage conditions must prevent:	• chemical damage • extremes of humidity • extremes of temperature • mould damage • physical damage • water damage
Projection room conditions must ensure:	• adequate ventilation • cleanliness • compliance with fire and safety regulations • minimal dust accumulation on benches and equipment • suitable floor surfaces

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - cinema projection

Co-requisite units

Co-requisite units		

CUECIN02C Prepare film for screening

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to prepare cinema projection equipment for a screening and to load the film program onto the equipment. These duties would normally be undertaken by a cinema projectionist shortly before the scheduled screening time. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A cinema projectionist applies the skills and knowledge outlined in this unit which deals specifically with film of varying gauges, e.g. 16mm, 35 mm. Typically they would be working in a commercial cinema complex, where shift work is common. Duties outlined in this unit are undertaken shortly before scheduled screening times. This unit has strong linkages to the following units and combined assessment and/or training is recommended: • CUECIN01C Receive and assemble film • CUECIN03C Screen the film • CUECIN04C Prepare film for dispatch • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare projection system for screening	1.1.Clean the projection system, as required, prior to screening and ensure that all sprocket guides, rollers pads and <i>film</i> gates are clean and free of dust 1.2.Ensure that there is no oil on the film path 1.3.Power up the <i>projector</i> , lamp and <i>other projection equipment</i> in sufficient time before screening 1.4.Adjust the tension devices on <i>film transport system</i> to ensure that film runs through smoothly, without tearing 1.5.Seat the film on film transport system so that it is

ELEMENT	PERFORMANCE CRITERIA
	lying smooth and flat
2. Lace film onto the projector	2.1. Feed the film from transport system to projector, ensuring film is aligned and lying smoothly and flat in guide rollers 2.2. Adjust rollers, as required, so that film is fed evenly 2.3. Prepare projector correctly for threading 2.4. Create correct loops above and below film gate to ensure the smooth and even running of the film through the film gate 2.5. Thread film so that it is lying flat across film gate, sound drum and all other sprockets, guides, rollers and pads 2.6. Set gate tension at a minimum to provide a steady image on the screen 2.7. Check the film path by inching knob or short run of film, ensuring that film runs smoothly 2.8. Thread film so that it runs smoothly onto take-up spool 2.9. Ensure that projection room conditions are safe at all times and refer problems to appropriate colleagues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- technically precise and dexterous use of equipment
- correct and precise technical language associated with cinema projection

Required knowledge

- operational knowledge of the projector and other film projection equipment
- correct tensions
- appropriate and safe projection room operational conditions
- hazards associated with projector lamps, three-phase power, handling and storage of film

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: - ability to execute the screening preparation accurately to ensure the smooth screening of the film through the projector - safe handling of film and maintenance of safe projection room conditions.
Context of and specific resources for assessment	The assessment context must provide for: - practical demonstration of skills within a fully equipped projection room - preparation for screening film programs on multiple occasions to ensure that skills can be consistently demonstrated (ideally as a component of integrated projection room work activity) - preparation for screening using a variety of film gauges, reel lengths and projector types to ensure that skills can be adapted to different equipment contexts - preparation for screening within typical workplace time constraints and according to a screening deadline.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: - direct observation of screen preparation tasks conducted by the candidate - project activities that allow completion and reporting on a variety of film preparation activities - written or oral questioning to test knowledge of typical projection room equipment, tensions, projection room operational conditions and safety issues - review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate.

EVIDENCE GUIDE	
	Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • film • standard industry-current film projectors and other projection equipment • the projection room of a venue where films are to be screened.

Range Statement

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.	
<i>Film</i> gauge may include:	• 16mm • 35mm • 70mm • IMAX • Super 8.
<i>Film</i> reels may include:	• 12000 ft reels • 15000 ft reels • 2000 ft reels • 6000 ft reels.
<i>Projectors</i> may include:	• 16mm • 35mm • 70mm • IMAX.
<i>Other projection equipment</i> may	• cinema sound system

RANGE STATEMENT	
include:	• film transport system • front-of-house sound system • slide projector • winders (manual or automatic).
<i>Film transport system</i> may involve:	• mutt • platter • reels • tower.
<i>Projection room</i> conditions must ensure:	• adequate ventilation • cleanliness • compliance with fire and safety regulations • minimal dust accumulation on benches and equipment • suitable floor surfaces.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - cinema projection

Co-requisite units

Co-requisite units		

CUECIN03C Screen the film

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to operate cinema projection equipment and monitor the quality of screenings. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A cinema projectionist applies the skills and knowledge outlined in this unit which deals specifically with making final preparations for, and monitoring a cinema screening using film of varying gauges, e.g. 16mm, 35 mm. Typically they would be working in a commercial cinema complex, where shift work is common and they could be responsible for a single auditorium screening or multiple simultaneous screenings. This unit has strong linkages to the following units and combined assessment and/or training is recommended: • CUECIN02C Prepare film for screening • CUECIN05C Maintain projection equipment • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for screening	1.1. Select the appropriate screen masking, <i>screening</i> ratio, aperture plate and lens for any non automated systems in use 1.2. Minimise any slack on start-up between either take-up or supply <i>reels</i> and <i>projector</i> to ensure that film does not break 1.3. Check the <i>film</i> path to ensure that the film runs smoothly and evenly 1.4. Engage automation and adjust focus and volume as required
2. Screen the film	2.1. Conduct routine and periodic checks of film path, focus, framing and volume by monitoring film screening in auditorium and adjust as necessary 2.2. Manually override the automated system should

ELEMENT	PERFORMANCE CRITERIA
	problems arise and, if necessary, seek advice or assistance from colleagues 2.3. Undertaking smooth execution of changeovers as required 2.4. Stop the automation at end of the film program 2.5. Power down equipment correctly and safely 2.6. Clean projection equipment as required in preparation for next screening 2.7. Store assembled film program in appropriate projection room conditions between screenings 2.8. Complete a projection report, if required, including notes on condition of film, details of any damage to the film, any notes regarding sound quality and other relevant information

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to share information with colleagues
- literacy skills sufficient to completing a projection report
- problem solving skills in the context of monitoring and adjusting processes during screening
- safe and proficient use of projection equipment

Required knowledge

- operational knowledge of the projector and other film projection equipment
- aperture plates and lens functions
- correct focus and sound balance
- methods of evaluating correct functioning of automation or manual operation
- appropriate and safe projection room operational conditions
- hazards associated with projection equipment, handling and storage of film
- correct and precise technical language associated with cinema projection particularly in relation to screening

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • ability to set and maintain all projection technical aspects, including screening ratio, focus, volume and frame alignment throughout the screening • ability to react to any problems as they arise and make necessary adjustments to ensure the smooth screening of the film • safe handling of film and maintenance of safe projection room conditions.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills within a fully equipped projection room • screening of film programs on multiple occasions to ensure that skills can be consistently demonstrated (ideally as a component of integrated projection room work activity) • screening of a variety of film gauges and reel lengths using different projector types to ensure that skills can be adapted to different equipment contexts.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of screening tasks conducted by the candidate • project activities that allow completion and reporting on a variety of film screening activities • written or oral questioning to test knowledge of typical projection room equipment, possible problems and remedies, projection room operational conditions and safety issues • review of projection reports prepared by the candidate • review of portfolios of evidence and third party workplace reports of on-the job performance by the

EVIDENCE GUIDE	
	candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • an assembled film program • standard industry-current film projectors and other projection equipment • the projection room of a venue where films are to be screened • standard industry-current cleaning materials • typical industry projection reports.

Range Statement

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.	
<i>Screening</i> may involve:	• screening of one film program in a single cinema auditorium • simultaneous screenings of multiple programs in two or more auditoria
Film <i>reels</i> may include:	• 12000 ft reels • 15000 ft reels • 2000 ft reels • 6000 ft reels
<i>Projectors</i> may include:	• 16mm • 35mm • 70mm

RANGE STATEMENT	
	• IMAX
Film gauge may include:	• 16mm • 35mm • 70mm • IMAX • Super 8
Automation may include:	• adjustment of audio levels • house lights • masking • opening and closing of dower • pre-recorded music • projector motor operation • resetting of film transport system • selection and position of correct aperture plate and lens • slides • striking and turning off lamp
Other projection equipment may include:	• cinema sound system • film transport system • front-of-house sound system • slide projector • winders (manual or automatic)
Cleaning of projection equipment may include:	• all sprockets • aperture plate • film gate • guides and pads • rollers • sound drum
Appropriate projection room storage conditions must prevent:	• chemical damage • extremes of humidity • extremes of temperature • mould damage • physical damage • water damage
Projection room conditions must ensure:	• cleanliness • adequate ventilation • suitable floor surfaces • minimal dust accumulation on benches and equipment

RANGE STATEMENT

	• compliance with fire and safety regulations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - cinema projection

Co-requisite units

Co-requisite units		

CUECIN04C Prepare film for dispatch

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to break down an assembled film program in preparation for dispatch to other screening venues or for return to the distributor. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A cinema projectionist applies the skills and knowledge outlined in this unit which deals specifically with the safe handling and packing of film of varying gauges, e.g. 16mm, 35 mm. Typically they would be working in a commercial cinema complex, where shift work is common. This unit has strong linkages to the following units and combined assessment and/or training is recommended: • CUECIN01C Receive and assemble film • CUECIN04C Prepare film for dispatch • CUECIN05C Maintain projection equipment • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Disassemble film after final screening	1.1. Handle the <i>film</i> with care to avoid damage throughout the disassembly process 1.2. Identify film assembly points so that the film can be broken up into its original condition 1.3. Remove assembly splices without damaging the film 1.4. Rewind the film smoothly, and at appropriate and constant tension, onto <i>freight</i> cores or <i>reels</i> , attaching correct head and tail leaders 1.5. Constantly check the alignment of rewind stands and keep rewind spindles straight 1.6. Place cores or reels in the appropriate cans in preparation for transportation
2. Prepare film for	2.1. Accurately and legibly label all film reels, cans and

ELEMENT	PERFORMANCE CRITERIA
dispatch	freight boxes with the relevant address for dispatch to the next venue or for return to distribution company 2.2. Pack all cans for transportation so that no damage occurs to the film during transit 2.3. Make final additions to any projection report and insert with the film cans as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and organising activities sufficient to follow logical work sequences
- literacy and numeracy skills to count and label film reels
- technology and problem solving skills in the context of reviewing film assembly points and making adjustment during disassembly

Required knowledge

- safe film handling techniques
- principles and techniques of film splicing, program assembly and disassembly
- operational knowledge of film assembly/disassembly equipment
- tensions for film winding
- techniques for evaluating film condition
- precise terminology associated with cinema projection particularly in relation to disassembly and dispatch
- hazards associated with the storage of film and appropriate operational conditions within the disassembly work area

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to handle the film and remove assembly splices with care to avoid damage throughout the disassembly process • accurate identification of film assembly points and breakdown of film into its original/pre-assembly condition • ability to maintain appropriate and constant tension during the winding of the film.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills within a fully equipped projection room, or environment where film program disassembly tasks are undertaken • breakdown of multiple film programs to ensure that skills can be consistently demonstrated • completion of disassembly tasks within typical workplace time constraints.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of disassembly tasks conducted by the candidate • project activities that allow completion and reporting on a range of breakdown activities • review of projection reports prepared by the candidate • written or oral questioning to test knowledge of typical assembly/disassembly equipment, film handling and splicing techniques, storage conditions and safety issues • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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

EVIDENCE GUIDE	
	than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • an assembled film program and assembly/program schedule • a range of standard industry current film assembly/disassembly equipment and consumables such as winders and tape • an environment where film disassembly can be completed • use of typical industry projection reports.

Range Statement

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.	
<i>Film</i> gauge may include:	• 16mm • 35mm • 70mm • IMAX • Super 8
Film <i>freight</i> format may include:	• film on cores • film on reels
Film <i>reels</i> may include:	• 12000 ft reels • 15000 ft reels • 2000 ft reels • 6000 ft reels

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - cinema projection

Co-requisite units

Co-requisite units		

CUECIN05C Maintain projection equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to perform regular basic maintenance and simple adjustments to cinema projection equipment. It does not cover repairs to equipment which would be referred to specialist service technicians. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A cinema projectionist applies the skills and knowledge outlined in this unit which deals specifically with day-to-day tasks associated with keeping projection equipment in working order. Typically they would be working in a commercial cinema complex, where shift work is common. This unit has strong linkages to the following units and combined assessment and/or training is recommended: • CUECIN02C Prepare film for screening • CUECIN03C Screen the film • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit has strong linkages to the following units and combined assessment and/or training is recommended: • CUECIN02C Prepare film for screening • CUECIN03C Screen the film • CUFSAF01B Follow health and safety and security procedures.	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Maintain projector	1.1. Periodically check and undertake maintenance work to projector to ensure that it is constantly in working order 1.2. Report the need for <i>projector</i> repairs to <i>relevant personnel</i> 1.3. Lubricate projector according to manufacturer specifications 1.4. Install replacement lamps correctly in the lamp housing, ensuring even and maximum luminance

ELEMENT	PERFORMANCE CRITERIA
	1.5. Align and adjust all <i>moving and stationary</i> parts of projector as required 1.6. Keep the log book up-to-date and make accurate entries to report on projector condition
2. Maintain other projection equipment	2.1. Correctly interpret service manuals and other equipment documentation 2.2. <i>Clean</i> and <i>maintain</i> sound and <i>other projection equipment</i>, and make <i>adjustments</i> in accordance with organisational requirements and maintenance instructions 2.3. Align film transport system with the projector 2.4. Regularly check and align rewinding equipment to ensure that it is constantly in working order 2.5. Check, replace and re-order <i>spares and consumables</i> in accordance with enterprise requirements and manufacturer instructions 2.6. Report the need for repairs to relevant personnel 2.7. Complete maintenance documentation according to enterprise procedures and provide copies to relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- reading and understanding service manuals, where they relate to maintenance requirements
- safety requirements in relation to projector lamps and three-phase power
- correct alignment parameters for projection equipment
- skills to accurately and concisely summarise and convey written and verbal information in relation to faults and repair needs

Required knowledge

- operational knowledge of a range of cinema projection equipment
- common maintenance needs and schedules of the range of projection equipment in use
- principles of planned preventative maintenance

REQUIRED SKILLS AND KNOWLEDGE

- cleaning maintenance techniques, equipment and cleaning agents
- occupational health and safety issues related to routine maintenance of cinema projection equipment

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- operational knowledge of a range of cinema projection equipment and ability to perform a range of routine maintenance tasks to ensure proper operation
- ability to read and understand service manuals, where they relate to maintenance requirements
- knowledge of occupational health and safety principles and procedures.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills within a fully equipped projection room or environment where maintenance tasks are undertaken on different types of projection equipment
- observation of a variety of maintenance activities, including work on projector, sound, and film transport equipment
- completion of maintenance tasks within typical workplace time constraints.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

- direct observation of maintenance tasks conducted by the candidate
- project activities that allow completion and reporting

EVIDENCE GUIDE	
	on a range of maintenance activities • review of maintenance schedules and repair reports prepared by the candidate • written or oral questioning to test knowledge of typical projection equipment and occupational health and safety issues and regulations • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • standard industry-current film projectors and other projection equipment • standard industry-current cleaning and lubricant materials • the projection room of a venue where films are to be screened • typical industry equipment maintenance log book and other maintenance documents.

Range Statement

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.	
<i>Projectors</i> may include:	• 16mm • 35mm • 70mm

RANGE STATEMENT	
	• IMAX
Relevant personnel may include:	• cinema equipment technician • cinema management
Moving and stationary projector parts include:	• all other sprockets • guides • intermittent sprocket • pads • rollers • sound drum and head
Other projection equipment may include:	• cinema sound system • film transport system • front-of-house sound system • slide projector • winders (manual or automatic)
Cleaning of projection equipment must include:	• all sprockets • aperture plate • film gate • guides and pads • rollers • sound drum
Maintaining projection equipment must involve:	• ensuring correct luminance and freedom from flicker • ensuring that the mirror, projection lens and port glass are cleaned and aligned • ensuring that the Xenon is changed as required
Maintaining other projection equipment may involve seeking advice and expertise with relation to:	• audio quality/sound system performance • checking screen luminance
Sound adjustments include:	• basic setting of sound processor • checking amps • checking speakers • performance using sound test loop
Spares and consumables may include:	• cleaning equipment and fluids • lamps • markers • splicing tape • spools

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - cinema projection

Co-requisite units

Co-requisite units		

CUECOR01C Manage own work and learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the self-management skills needed to perform effectively in the workplace. As such it relates to personal time management and the identification and management of personal learning needs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in any role in any industry apply the skills and knowledge outlined in this unit. At this level individuals would typically be supervised and they would be expected to seek the advice of supervisors and peers in relation to professional development opportunities. This unit has linkages to a range of other general units, and combined assessment and/or training with those units may be appropriate, e.g.: • CUECOR02C Work with others • BSBDIV301A Work in a culturally diverse environment • CUEIND01C Source and apply entertainment industry knowledge.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop personal time management skills	1.1. Establish priorities and deadlines in consultation with others, as appropriate 1.2. <i>Plan time</i> so that tasks are completed according to order of priority and within established deadlines 1.3. Re-prioritise work effectively as necessary to accommodate important workload variations 1.4. Document details of work tasks and commitments accurately, as required 1.5. Maintain <i>basic work records</i> effectively 1.6. Identify any variations and difficulties affecting work requirements through regular reviews, and inform <i>relevant personnel</i>
2. Manage own learning	2.1. Identify <i>own learning needs</i> in consultation with

ELEMENT	PERFORMANCE CRITERIA
	relevant personnel 2.2. Identify opportunities to meet learning needs and take appropriate action in consultation with relevant personnel 2.3. Collate evidence of on and off-the-job learning relevant to work role
3. Receive and act constructively on personal feedback	3.1. Regularly seek suggestions on ways to improve work 3.2. Act on feedback as required to improve work performance

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective communication techniques, including listening, questioning and non-verbal communication
- way of organising information clearly, concisely and logically
- time management techniques as they apply to the particular job role

Required knowledge

- general knowledge of stress management techniques
- knowledge of career paths within the relevant industry context and skill requirements for different roles

Evidence Guide

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

The following evidence is critical to the judgement of

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competence in this unit: • effective application of time management techniques • communicating effectively with colleagues within the range of situations required for the job role.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to apply time management techniques in the relevant industry context • interaction with others in relation to identification of learning needs.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • case studies and projects to assess ability to effectively manage time in given industry situations • oral or written questioning to assess knowledge of time management and communication techniques • review of portfolios of evidence or third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • resources used to manage time in a given industry context • information on learning opportunities.

Range Statement

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***

RANGE STATEMENT	
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.	
Planning of time may involve:	• consultation with others • directions from others • team meetings • use of diaries and other work planning.
Basic work records may include:	• diary entries • file notes • general in-house correspondence, e.g. memos, notes, email • records of meetings • reports • time sheets • work schedules.
Relevant personnel may include:	• community representatives • managers • mentors • peers (inside and outside the organisation) • supervisors.
Own learning needs may relate to:	• knowledge required for present job • need to obtain competencies to meet current and future organisational objectives • skills development to fulfil career aspirations.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce development - learning and development

Co-requisite units

Co-requisite units		

CUECOR02C Work with others

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in any role in any industry apply the skills and knowledge outlined in this unit. At this level individuals would typically be supervised and this core skill of teamwork underpins effective work performance in any job role. Combined assessment and/or training with any other service or operational unit would be appropriate, e.g.: BSBDIV301A Work effectively with diversity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Participate in the work/group process	1.1. Correctly identify work requirements relevant to the group/process 1.2. Correctly identify own role and roles of others in meeting work requirements, and carry out own role 1.3. Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements 1.4. Take time and resource constraints into account in fulfilling work requirements 1.5. Apply the organisation's work policies, procedures and conventions covering acceptable workplace conduct to work place activities 1.6. Take individual differences into account in achieving work requirements

ELEMENT	PERFORMANCE CRITERIA
	1.7. Use strengths of individuals to develop others in the group , sharing learning as part of the group process
2. Contribute to the flow of information and ideas	2.1. Share information and ideas relevant to the work with others to enhance work outcomes 2.2. Provide relevant, timely and accurate information to others, as required 2.3. Seek information and ideas from others as required to assist achievement of work requirements 2.4. Record information in the required detail and item frame in the specified format 2.5. Compile and maintain work information systematically and accurately and file for ease of retrieval as required 2.6. Identify any linguistic and cultural differences in communication styles and their relevance to the context
3. Deal effectively with issues, problems and conflicts	3.1. Identify issues, problems and conflicts encountered in the work place 3.2. Discuss issues, problems and conflicts with team members and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- acceptable workplace conduct, including:
 - regular attendance
 - punctuality
 - maintaining an orderly 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
 - adaptability and flexibility.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- individual roles and responsibilities and relationships to others, including duty of care
- techniques for 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
- understanding of team work principles
- broad understanding of conflict resolution techniques
- knowledge of effective communication techniques, including active listening, questioning and non-verbal communication
- occupational health and safety principles as they apply to working within a team environment

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- ability to communicate effectively with others within the range of situations required for the job role
- ability to work effectively as part of a team
- knowledge of effective communication techniques, including active listening, questioning and non-verbal communication.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through interaction with others
- project or work activities that allow the candidate to respond to multiple and varying communication situations relevant to the job role.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential

EVIDENCE GUIDE	
	underpinning knowledge, and might include: • direct observation of the candidate carrying out work tasks involving dealing with others • role plays about communication situations and dealing with conflicts and misunderstandings • oral or written questioning to assess knowledge of communication techniques • portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	There are no particular resource requirements for assessment of this unit.

Range Statement

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.	
<i>Work requirements</i> may include:	• application of particular procedures • clear role definitions • coordination with other work processes • goals • objectives • organisation of work materials • priorities • roster arrangements or particular approaches to work processes specified by the organisation or work group

RANGE STATEMENT	
	• specified targets or results • time frames
Working with others requires individual diversity to be taken into account especially in relation to:	• cultural, racial and ethnic background • customs • gender • languages • physical requirements • religious and traditional beliefs
Groups may be:	• committees • established or ad hoc work units • self directed teams • task forces • working parties
Working with others may involve:	• consulting with the community • dealing with conflict • following instructions • one-to-one communication in a group or team • taking part in informal discussions • taking part in meetings
Information and ideas relevant to work may include:	• assisting new staff • sharing knowledge of particular tasks or work requirements
Techniques to resolve issues , problems or conflicts may include:	• conflict resolution • negotiation • problem solving • use of a mediator or conciliator

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - workplace effectiveness

Co-requisite units

Co-requisite units		

CUECOR03B Provide quality service to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the interpersonal, communication and customer service skills required to establish rapport with customers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working at all levels across a range of cultural industry sectors apply the skills and knowledge outlined in this unit. Customer contact is a key aspect of many job roles and people in these roles are responsible for understanding, clarifying and meeting customer needs and expectations, as well as creating a positive impression of the business or service they represent. This unit has particular linkages to the following units, and combined assessment and/or training is recommended: • CUECOR02C Work with others • CUECOR04B Deal with conflict and resolve complaints.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Communicate with the customer	1.1. Conduct communication with customers and colleagues in a polite, professional and friendly manner 1.2. Use language and tone appropriate to a given situation in both written and spoken communication 1.3. Use appropriate non-verbal communication in all situations 1.4. Observe and take into consideration non-verbal communication of colleagues and customers 1.5. Show sensitivity to cultural and social differences when communicating with others 1.6. Use active listening and questioning to facilitate effective two-way communication

ELEMENT	PERFORMANCE CRITERIA
	1.7. Identify potential and existing conflicts and seek solutions in conjunction with parties involved
2. Maintain personal presentation standards	2.1. Practise high standards of personal presentation in accordance with: enterprise requirements, work location, occupational health and safety issues, impacts on different types of customers, and specific requirements for particular work functions
3. Provide service to customers	3.1. Identify customer needs and expectations correctly, including those with special needs , and provide appropriate products, services or information 3.2. Meet all reasonable needs and requests of customers within organisational guidelines and timeframes 3.3. Identify and take all opportunities to enhance the quality of service
4. Respond to customer complaints	4.1. Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisational procedures 4.2. Handle customer complaints positively, sensitively and politely and in consultation with the customer 4.3. Use appropriate techniques to avoid escalation of the complaint 4.4. Refer escalated complaints to the appropriate person if resolution falls outside individual level of responsibility and organisational policy and procedures 4.5. Maintain a positive and cooperative manner at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective communication techniques in relation to listening, questioning and non-verbal communication
- needs and expectations of different types of customers
- techniques for identifying and dealing with conflict situations and

REQUIRED SKILLS AND KNOWLEDGE
misunderstandings
Required knowledge
• potential special needs of customers in a given industry context • importance of cultural awareness to customer service situations • ethics of professional behaviour in a given industry context

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • understanding of communication and customer service and its importance in the context of the cultural industries • ability to communicate effectively with customers, including those with special needs, within the range of situations required for the relevant job role • ability to respond effectively to a range of different customer service situations.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of communication skills through interaction with others • project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate carrying out work tasks involving dealing with customers • role plays about communication situations and dealing with conflicts and misunderstandings

EVIDENCE GUIDE	
	• oral or written questioning about effective communication and personal presentation • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • typical organisational customer service policies and procedures.

Range Statement

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.	
Customers may include:	• event organisers • outside contractors • theatre/cinema/event patrons • those from a range of cultural customs/backgrounds • venue hirers • workmates/colleagues
Situations and contexts where customer service is provided may include:	• back-of-house • front-of-house • in an office • reception area
Oral communications tasks	• asking questions to gain information, clarify ambiguities and adequately understand

RANGE STATEMENT	
include:	requirements • asking the right questions to elicit customer special needs • empathising with the customer situation while upholding venue or hirer policy • negotiating outcomes where points of view differ • providing information accurately in plain English with sensitivity to the needs of people from a range of cultural and linguistic backgrounds and people with intellectual or physical disabilities • rephrasing and repeating questions, requests and statements to confirm they have been correctly understood • responding to instructions • speaking clearly to be understood and listening carefully to understand
Non-verbal communication may include:	• body language • culturally specific communication customs and practices • dress and accessories • gestures and mannerisms • use of space • voice tonality and volume
Personal presentation may include:	• dress • hair and grooming • hands and nails • jewellery • use of safety items • use of uniform
Customers with special needs may include:	• aged people • first-time patrons • groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children

RANGE STATEMENT	
	• VIPs
<i>Organisational guidelines</i> may include:	• addressing the person by name • modes of greeting and farewelling • time-lapse before a response.
Customers with <i>special needs</i> may require:	• hearing assistance • special seating • translation assistance • wheelchair access.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder relations - customer service

Co-requisite units

Co-requisite units		

CUECOR04B Deal with conflict and resolve complaints

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to handle difficult interpersonal situations with both customers and colleagues when conflict arises. It does not cover skills associated with formal negotiation, counselling or mediation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working at all levels across a range of cultural industry sectors apply the day-to-day conflict resolution skills and knowledge outlined in this unit. At this level, personnel could also be involved in resolving escalated complaints. This unit has strong linkages to the following units, and combined assessment and/or training is recommended: • CUECOR02C Work with others • CUECOR03B Provide quality service to customers. Note that conflict resolution in relation to colleagues is included in both this unit and the unit CUECOR02C Work with others. Care should be taken to avoid duplication in training and assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify conflict situations	1.1. Identify potential for <i>conflict</i> quickly and take swift and tactful action to prevent escalation 1.2. Identify quickly situations where personal safety of customers or colleagues may be threatened, and organise appropriate assistance
2. Resolve conflict situations	2.1. Take responsibility for finding a solution to the conflict within the scope of individual responsibility 2.2. Encourage all points of view, accept them and treat them with respect

ELEMENT	PERFORMANCE CRITERIA
	2.3. Use effective communication skills to assist in the management of the conflict 2.4. Use accepted conflict resolution techniques to manage the conflict situation and develop solutions
3. Resolve escalated complaints	3.1. Take responsibility for resolving the complaint 3.2. Handle escalated complaints sensitively, courteously and discreetly 3.3. Convey an empathetic and helpful attitude using active listening and questioning 3.4. Query the customer for any information regarding possible causes related to the complaint 3.5. Establish and agree on the nature and details of the complaint with the customer 3.6. Assess the impact of the complaint on the customer in order to provide an appropriate response and solution 3.7. Determine possible options to resolve the complaint and quickly analyse and determine the best solution, taking into account organisational constraints 3.8. Take appropriate action to resolve the complaint, and, wherever possible, to the customer's satisfaction 3.9. Where appropriate, use techniques to turn complaints into opportunities to demonstrate high quality customer service 3.10. Complete any necessary documentation accurately and within time constraints 3.11. Provide feedback on complaints to appropriate personnel in order to avoid future occurrence

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- conflict resolution skills and strategies incorporating communication skills of:
 - assertiveness
 - listening

REQUIRED SKILLS AND KNOWLEDGE

- non-verbal communication
- language style
- problem solving
- negotiation.

Required knowledge

- group processes and roles people play
- procedures for handling customer complaints in a given industry or workplace context
- types of conflict in the workplace and typical causes
- conflict theory, including signs, stages, levels, factors involved, results.

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- knowledge of conflict resolution techniques
- ability to apply conflict resolution techniques and resolve a range of different conflict situations in contexts appropriate to the job role and workplace.

Context of and specific resources for assessment

The assessment context must provide for:

- activities that allow the candidate to address a range of commonly-occurring conflict situations that may be found in the workplace. These should be related to the usual work roles of the candidate, such as handling escalated customer complaints in a front-of-house environment, resolving disputes with colleagues over work aspects, dealing with contractors or suppliers who fail to meet obligations
- interaction with others to demonstrate appropriate interpersonal skills for resolving conflicts.

Method of assessment

Assessment may incorporate a range of methods to

EVIDENCE GUIDE	
	assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate demonstrating complaint handling or negotiation skills, either in the workplace or through role plays • case studies to analyse and resolve conflict situations arising in various work contexts • incident reports prepared by the candidate • written or oral questions to assess underpinning theories related to conflict resolution • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • typical organisational complaint and conflict policies and procedures.

Range Statement

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.	
<i>Conflict</i> and escalated complaint situations may relate to:	• conflicts among work colleagues • customer complaints • denied requests for refunds or exchanges • dissatisfaction with seats allocated • drug or alcohol affected persons

RANGE STATEMENT	
	- ejection from premises - late customers - refused entry
<i>Organisational constraints</i> may include:	- budgetary constraints - no availability of replacement goods, services or tickets - strict refund/exchange policy

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - interpersonal communication

Co-requisite units

Co-requisite units		

CUECOS02C Apply art finishing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret designs, production schedules and specifications, and to apply art finishing to items used within any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in the areas of costume, props, set and scenic art manufacture apply the skills and knowledge outlined in this unit. This unit has linkages to a range of costume, props and set manufacturing units and combined assessment and/or training with those units is recommended, e.g.: • CUECOS10B Make period costumes • CUECOS11B Make character costumes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine art finishing requirements	1.1. Interpret design into practical plans for <i>art finishing</i> in accordance with <i>production requirements</i> 1.2. Liaise with appropriate colleagues to ensure construction meets with design specifications and any amendments to design are approved before work proceeds 1.3. Establish art finishing requirements as required following consultation on design specifications 1.4. Select appropriate <i>methods</i> of art finishing through experimentation and testing of techniques 1.5. Select and source <i>materials</i> in accordance with production requirements
2. Apply art finishing methods to materials	2.1. Select and prepare appropriate tools and materials for the chosen art finishing method 2.2. Use tools and materials safely during the art

ELEMENT	PERFORMANCE CRITERIA
	finishing process correctly 2.3. Use and dispose of tools and materials in an <i>environmentally responsible</i> manner 2.4. Use art finishing techniques on raw materials and finished items in accordance with production/performer requirements 2.5. Promptly identify any problems with art finishing and take appropriate action to address these, including discussions with <i>relevant colleagues</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- typical production requirements for art finishing, including the range of items for which art finishing may be required

Required knowledge

- the effects of art finishing on various materials and fabrics in a performance context
- safety issues associated with different art finishing techniques
- sources of supply for art finishing materials and products
- common art finishing products, their accessibility and cost

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

EVIDENCE GUIDE	
competency in this unit	• ability to apply a range of finishing methods to items to meet production requirements • knowledge of the scope of art finishing methods and their application in a performance context • safe use of tools and materials.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the application of multiple art finishing methods to a range of production items.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using various art finishing techniques • evaluation of items on which the candidate has completed art finishing, e.g. appropriateness of method, quality of finish • oral or written questioning to assess knowledge of art finishing techniques and materials • portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • items required for relevant art finishing methods as specified in the Range Statement • raw materials/finished items for the application of art finishing.

Range Statement

RANGE STATEMENT

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.

Art finishing may be applied to:	• costume accessories • costumes • furniture • millinery • props • sets
Production requirements to be considered in the planning and application of art finishing may include:	• budget constraints • how the item is to be used • level of ongoing maintenance required • number of times the item is to be used • potential for production charges that may impact • safety issues • storage and transport constraints • time constraints • the person for whom the item is intended
Art finishing methods may include:	• ageing • appliqu�� • applying accessories to finished items • beading • breaking down • dyeing • hand/machine embroidery • modern/antique pleating • painting • quilting • screen printing • stencilling
Materials may include:	• electronics • fabrics • foam • found objects • latex • leather

RANGE STATEMENT	
	• metal • paper/cardboard • plastics • straw • vinyl
<i>Environmentally responsible</i> use of materials and tools may include consideration of:	• appropriate disposal of waste • minimising use of environmentally damaging products • noise and odour impacts on others • special disposal techniques for certain products
<i>Relevant colleagues</i> may include:	• designers • performers • technical and production staff

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS09B Develop and apply knowledge of costume

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to research information about the overall history of costume, different costume trends and the role of the costume design and production process within the cultural industries. As such this unit includes an overall knowledge of costume development and underpins all other costume units. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Costume designers and other personnel involved in staging a production apply the skills and knowledge outlined in this unit. They could be working in a range of contexts - from large commercial productions in the entertainment and screen industries to amateur theatre.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Research information on costume	1.1. Correctly identify <i>sources of information</i> on the <i>general aspects</i> of costume history and evolution 1.2. Use formal and informal research techniques appropriately to access information about costume, including the evolution of clothing styles for men, women and children 1.3. Organise research materials and findings for current and future use by self and others in a manner which facilitates easy access and cross-referencing
2. Link research to costume design and production needs	2.1. Identify and action the costume research needs for a specific production with a focus on the link between <i>costume design and other production aspects</i> 2.2. Identify the ways in which clothing styles and production methods may need to be adapted for production/performance requirements
3. Update and maintain knowledge of	3.1. Identify and use opportunities to update and expand knowledge of costume

ELEMENT	PERFORMANCE CRITERIA
costume trends	3.2. Incorporate updated knowledge into costume design and production activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- general research skills sufficient to source and analyse information on costume

Required knowledge

- the role of costume within an overall production
- history of costume development within the performing arts, both within Australia and overseas
- the roles and responsibilities of different people in the costume design and production process and the differences between workplaces
- the interrelationships between costume personnel and others involved in a production
- the differences between everyday garment construction and costume construction process
- sources of information on costume history and evolution

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- ability to conduct research on costume requirements to meet the needs of a particular production
- general knowledge of the history and evolution of

EVIDENCE GUIDE	
	clothing styles for men, women and children.
Context of and specific resources for assessment	The assessment context must provide for: demonstration of skills through the conduct of costume research for a particular production.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - review of a research portfolio developed by the candidate for a particular production - oral or written questioning to assess knowledge of costume history and evolution - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: sources of information on costume history and evolution.

Range Statement

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.	
<i>Sources of information</i> on costume may be both formal and informal and include:	- books on costume, architecture, decorative arts, transport, textiles, colour - film, video - paintings and illustrations of the period

RANGE STATEMENT	
	• personal observation • photographs • the Internet • watching TV • writings of the period
General aspects of costume history and evolution must include the evolution of clothing styles in relation to:	• basic shapes/silhouettes • foundation garments • trims and accessories • types of fabrics used
The link between costume design and other production aspects may relate to:	• the role of different individuals in the design process • the ways in which costumes may need to be adapted to meet physical or creative performance aspects

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS10B Make period costumes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret costume specifications and production schedules, and to produce period costumes for any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Costume makers apply the skills and knowledge outlined in this unit. They could be working in a range of contexts - from large commercial productions in the entertainment and screen industries to amateur theatre. This unit has linkages to other costume units and combined assessment and/or training with those units may be appropriate, e.g.: • CUECOS09B Develop and apply knowledge of costume.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Conduct research for period costume	1.1. Undertake appropriate research to identify the historical, cultural and other factors that might influence period costume styles, construction techniques and costume development 1.2. Analyse designs and text for period costume requirements, and identify the relationship between costumes and character portrayal and development 1.3. Gather various and appropriate research materials to develop knowledge of historical clothing in a performance context 1.4. Use research materials to interpret and adapt clothing styles for performance
2. Interpret brief for period costume	2.1. Liaise with the relevant colleagues to confirm the period costume production requirements and gain

ELEMENT	PERFORMANCE CRITERIA
design	approvals where required 2.2. Read and correctly interpret the costume production schedule, specifications and lists 2.3. Interpret design into practical plans for making period costumes in accordance with production requirements
3. Prepare for period costume construction	3.1. Select materials and methods of costume construction in accordance with production requirements and the factors affecting garments from particular periods 3.2. Take and record accurate measurements of performers to ensure correct fitting of costumes 3.3. Identify style and fabric characteristics which influence period costume construction and clarify any queries with relevant colleagues 3.4. Select appropriate grade plan or grade rule table
4. Make and grade patterns for period costumes	4.1. Produce or adjust pattern to required specifications, ensuring that patterns comply with: character and period costume and undergarment requirements; gender and figure proportions; and performance requirements 4.2. Grade pattern manually or by computer, adjusting design, maintaining accuracy and shape, notches, design proportion and other design requirements 4.3. Check pattern for accuracy and make any necessary adjustments 4.4. Store patterns in accordance with workplace procedures
5. Lay up and cut work for period costume	5.1. Establish the required meterage of fabric and other materials to minimise wastage 5.2. Check materials for quality, faults, width, selvages, dye, lot and marking requirements 5.3. Identify and assemble appropriate base and outer fabrics for period costume 5.4. Lay up base and self fabrics and check alignment as necessary to ensure conformance to specifications 5.5. Cut materials to meet requirements of the pattern 5.6. Prepare fabric base and mount fabrics, as necessary, to achieve required stiffening or support effect
6. Sew and fit period costumes	6.1. Pin or sew fabric pieces and linings and hang, as appropriate, in readiness for assembly

ELEMENT	PERFORMANCE CRITERIA
	6.2. Conduct fittings with performers and identify, record and action required adjustments and alterations 6.3. Sew costume pieces together to form the whole costume and attach all required trimmings, fasteners and decorations using appropriate techniques 6.4. Press finished period costume in accordance with requirements 6.5. Identify modifications to character and period costume in consultation with performer/cast and/or designer, where necessary 6.6. Correctly label and code all period costumes for identification during the production

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- numeracy skills sufficient to allow calculation of measurements, including ratios and percentages
- effective communication and interaction with performers and others during the preparation and making of costumes

Required knowledge

- sources of information on period costume
- the features of clothing styles from a selection of periods
- use and properties (such as weight, pile, grain, and pattern shapes) of the different fabrics, materials and patterns which are regularly used in making period costumes
- techniques for period block construction and modification for men, women and children and for a selection of sizes
- sources and suppliers of materials, fabrics and trims typically used in period costume construction

Evidence Guide

EVIDENCE GUIDE

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	The following evidence is critical to the judgement of competence in this unit: - ability to create period costumes, including corsetry and undergarments, male costume, female costume and pre-production toiles using techniques and materials specific to period costume - knowledge of costume styles and features from a range of historical periods (these will vary depending on the job role).
Context of and specific resources for assessment	The assessment context must provide for: practical demonstration of skills through the production of period costume for a nominated production.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - direct observation of the candidate using techniques particular to period costume construction - evaluation of period costumes produced by the candidate in relation to quality of construction - oral questioning/interview to assess knowledge of period costume styles and techniques particular to those styles - evaluation of drawings/sketches or specifications developed by the candidate - third party reports and portfolios of evidence. Assessment methods should closely reflect workplace demands 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 of this unit requires access to:

EVIDENCE GUIDE**assessment**

- costume designs or specifications from which the candidate can work
- materials and equipment used to produce period costumes.

Range Statement**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.

Research for period costume may include:

- research on any aspect of period costume:
 - construction
 - design

Period costumes generally refers to costumes from past eras and must include:

- male, female and child costumes
- pre-production toiles
- undergarments and corsetry.

Research materials may include:

- coloured design illustrations
- digital images
- film, video
- history books
- original clothing from the period
- paintings and illustrations of the period
- photographs
- sample costumes
- sketches
- technical drawings from other productions
- the Internet
- writings of the period

Adaptation of clothing styles for performance may require consideration of:

- budget and time constraints
- components
- construction methods
- context
- lighting

RANGE STATEMENT	
	• maintenance and storage • material types/constraints • performance demands • suitability to performer's physique
<i>Relevant colleagues</i> may include:	• designers • performers • technical and production staff
<i>Performance requirements</i> may relate to:	• continuity • lighting • movement • quick changes • special considerations • special effects • use of body doubles/second cast • use of harness on performer during performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS11B Make character costumes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to make character costumes for any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Costume makers apply the skills and knowledge outlined in this unit. They could be working in a range of contexts - from large commercial productions in the entertainment and screen industries to amateur theatre. In broad terms, character costume refers to any costume that incorporates significant elements beyond normal human clothing styles or which exaggerates normal human clothing styles, e.g. animal or fantasy costumes, clowns, bag lady. This unit has linkages to other costume units and combined assessment and/or training with those units may be appropriate, e.g.: • CUECOS09B Develop and apply knowledge of costume.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Conduct character costume research	1.1.Undertake appropriate research to identify the historical, cultural and other factors that might influence <i>character costume</i> styles, construction techniques and costume development 1.2.Analyse designs for character costumes, and identify the relationship between costumes and character portrayal and development 1.3.Gather various and appropriate <i>research materials</i> to develop knowledge of character costume options
2. Interpret brief for	2.1.Liaise with the <i>relevant colleagues</i> to confirm the

ELEMENT	PERFORMANCE CRITERIA
character costume design	period costume production requirements and gain approvals where required 2.2. Read and correctly interpret the costume production schedule, specifications and lists 2.3. Interpret design into practical plans for making character costumes in accordance with production requirements
3. Prepare for character costume construction	3.1. Select materials and methods of costume construction in accordance with production requirements and the factors affecting the particular character 3.2. Identify and integrate health and safety considerations into costume planning 3.3. Take and record accurate measurements of performers to ensure correct fitting of costumes 3.4. Determine if scale prototype is required based on 3-dimensional (3D) reconstruction 3.5. Identify style and fabric characteristics which influence character costume construction and clarify any queries with relevant personnel 3.6. Select appropriate grade plan or grade rule table
4. Make and grade patterns for character costumes	4.1. Produce or adjust pattern to required specifications, ensuring that patterns comply with: gender and figure proportions and performance requirements 4.2. Grade pattern manually or by computer, adjusting design, maintaining accuracy and shape, notches, design proportion and other design requirements 4.3. Check pattern for accuracy and make any necessary adjustments 4.4. Store patterns in accordance with workplace procedures
5. Lay up and cut work for character costume	5.1. Establish the required meterage of fabric and other materials to minimise wastage 5.2. Check materials for quality, faults, width, selvages, dye, lot and marking requirements 5.3. Identify and assemble appropriate base and outer fabrics 5.4. Lay up base and self fabrics and check alignment as necessary to ensure conformance to specifications 5.5. Cut materials to meet requirements of the pattern 5.6. Prepare fabric base and mount fabrics, as necessary,

ELEMENT	PERFORMANCE CRITERIA
	to achieve required stiffening or support effect
6. Sew and fit character costumes	6.1.Pin or sew fabric pieces and linings and hang, as appropriate, in readiness for assembly 6.2.Conduct fittings with performers and identify, record and action required adjustments and alterations 6.3.Sew costume pieces together to form the whole costume and attach all required trimmings, fasteners and decorations using appropriate techniques 6.4.Press finished character costume in accordance with requirements 6.5.Identify modifications to character costume in consultation with performer/cast and/or designer, where necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- numeracy skills sufficient to allow calculation of measurements, including ratios and percentages
- effective communication and interaction with performers and others during the preparation and making of costumes

Required knowledge

- sources of information on character costumes
- features of the more commonly required character costumes and construction techniques used for these, including animals and food
- use and properties (such as weight, pile, grain, and pattern shapes) of the different fabrics, materials and patterns which may be used for various character costumes
- sources and suppliers of materials, fabrics and trims which might be used in character costume construction

Evidence Guide

EVIDENCE GUIDE

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	The following evidence is critical to the judgement of competence in this unit: • ability to create character costumes using techniques and materials specific to character costume • knowledge of the range and type of character costumes that may be required by a production.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the production of character costumes for a production.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of character costumes produced by the candidate in relation to quality of construction • oral questioning/interview to assess knowledge of character costume range • evaluation of drawings/sketches or specifications developed by the candidate • portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • costume designs or specifications from which the candidate can work • materials and equipment used to produce character costumes.

Range Statement

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.	
<i>Character costumes</i> may include:	• animal • fantasy • inanimate objects, eg fruit, furniture, flowers • science fiction
<i>Research materials</i> for character costumes may include:	• books • coloured design illustrations • digital images • film, video • photographs • sketches • technical drawings from other productions • the Internet
Adaptation of clothing styles for performance may require consideration of:	• budget and time constraints • components • construction methods • context • lighting • maintenance and storage • material types/constraints • performance demands • suitability to performers physique
<i>Relevant colleagues</i> may include:	• designers • performers • technical and production staff
<i>Health and safety</i> issues may include:	• effects of different materials on the body • possible allergic reactions • the need for body cooling
<i>Performance requirements</i> may relate to:	• continuity • lighting • movement • quick changes • special considerations

RANGE STATEMENT

	• special effects • use of body doubles/second cast • use of harness on performer during performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS12B Make costumes for dance and physical theatre

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to make costumes required for dance or any other performance that includes a high level of physical activity. As such it focuses on the particular knowledge, skills and techniques required to work with stretch fabrics and to adapt costumes for dance and other physical activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Costume makers apply the skills and knowledge outlined in this unit. They could be working in a range of contexts - from large commercial productions in the entertainment and screen industries to amateur theatre. This unit has linkages to other costume units and combined assessment and/or training with those units may be appropriate, e.g.: • CUECOS09B Develop and apply knowledge of costume.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Conduct research for dance and movement-wear	1.1. Undertake appropriate research to identify the historical, cultural and other factors that might influence styles, construction techniques and costume development in relation to <i>dance and movement-wear</i> 1.2. Analyse designs for dance and movement-wear, and identify the relationship between costumes and character portrayal and development 1.3. Gather various and appropriate <i>research materials</i> to develop knowledge of dance and movement-wear options
2. Interpret brief for dance and movement-wear	2.1. Liaise with the <i>relevant colleagues</i> to confirm the dance and movement-wear requirements and gain approvals where required

ELEMENT	PERFORMANCE CRITERIA
	2.2. Read and correctly interpret the costume production schedule, specifications and lists 2.3. Interpret design into practical plans for making dance and movement-wear in accordance with production requirements
3. Prepare for construction of dance and movement-wear	3.1. Select materials and methods of costume construction in accordance with production requirements and the nature of the physical performance activity 3.2. Take and record accurate measurements of performers to ensure correct fitting of costumes 3.3. Correctly identify style and fabric characteristics which influence construction of dance and movement-wear and clarify any queries with relevant colleagues 3.4. Select appropriate grade plan or grade rule table
4. Make and grade patterns for dance and movement-wear	4.1. Produce or adjust pattern to required specifications, ensuring that patterns comply with: gender and figure proportions and performance requirements 4.2. Grade pattern manually or by computer, adjusting design, maintaining accuracy and shape, notches, design proportion and other design requirements 4.3. Check pattern for accuracy and make any necessary adjustments 4.4. Store patterns in accordance with workplace procedures
5. Lay up and cut work for dance and movement-wear	5.1. Establish the required meterage of fabric and other materials to minimise wastage 5.2. Check materials for quality, faults, width, selvages, dye, lot and marking requirements 5.3. Identify and assemble appropriate base and outer fabrics 5.4. Lay up base and self fabrics and check alignment as necessary to ensure conformance to specifications 5.5. Cut materials to meet requirements of the pattern 5.6. Prepare fabric base and mount fabrics, as necessary, to achieve required stiffening or support effect
6. Sew and fit dance and movement-wear	6.1. Pin or sew fabric pieces and linings and hang, as appropriate, in readiness for assembly 6.2. Conduct fittings with performers and identify, record and action required adjustments and alterations

ELEMENT	PERFORMANCE CRITERIA
	6.3. Sew costume pieces together to form the whole costume and attach all required trimmings, fasteners and decorations using appropriate techniques 6.4. Press finished costume in accordance with requirements 6.5. Identify modifications to character costume in consultation with performer/cast and/or designer, where necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- numeracy skills sufficient to allow calculation, including ratios and percentages

Required knowledge

- sources of information on dance and movement-wear
- the features of different types of dance and movement-wear
- use and properties (such as weight, pile, grain, and pattern shapes) of the different fabrics, materials and patterns which are regularly used in making dance and movement-wear
- techniques for working with stretch fabrics, including one-way and two-way stretch
- techniques for adapting standard clothing items for dance or physical activity, including shirts, jackets, trousers, dresses and skirts
- sources and suppliers of materials, fabrics and trims typically used in construction of dance and movement-wear

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to create costumes for dance and physical theatre using techniques and materials specific to this type of costume • knowledge of the range and type of dance and movement-wear that may be required by a range of productions.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the production of costumes for dance or physical theatre for a production.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of dance/physical theatre costumes produced by the candidate in relation to quality of construction • oral questioning/interview to assess knowledge of dance/physical theatre costume range • evaluation of drawings/sketches or specifications developed by the candidate • portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • costume designs or specifications from which the candidate can work • materials and equipment used to produce dance/physical theatre costumes.

Range Statement

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.

<i>Dance and movement-wear</i> may include:	• allovers • circus costumes • classical and contemporary items • leotards • standard items adapted for dance and physical theatre • stretch pants • tutus
<i>Research materials</i> for dance and movement-wear may include:	• books • coloured design illustrations • digital images • film, video • photographs • sketches • technical drawings from other productions • the Internet
<i>Relevant colleagues</i> may include:	• designers • performers • technical and production staff
Adaptation of clothing styles for <i>performance</i> may require consideration of:	• budget and time constraints • components • construction methods • context • lighting • maintenance and storage • material types/constraints • performance demands • suitability to performers physique
<i>Performance requirements</i> may relate to:	• nature of the physical activity, eg lifting in ballet • quick changes • continuity

RANGE STATEMENT

	• lighting • special effects • use of body doubles/second cast • special considerations • use of harness on performer during performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS13B Create theatrical millinery

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge to create a range of theatrical millinery items. As such it builds on the basic skills found in units from the LMT07 Textiles, Clothing and Footwear Training Package to capture the specific context of theatrical millinery production. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Costume makers and milliners apply the skills and knowledge outlined in this unit. They could be working in a range of contexts - from large commercial productions in the entertainment and screen industries to amateur theatre. This unit has linkages to a range of other costume units and combined assessment and/or training with those units may be appropriate. It is strongly recommended that this unit be assessed with or after relevant millinery units from the LMT07 Textiles Clothing and Footwear Training Package.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Confirm brief for theatrical millinery	1.1.Liaise with the relevant colleagues to confirm millinery requirements and gain approvals where required 1.2.Read and correctly interpret the costume production schedule, specifications and lists 1.3.Interpret design into practical plans for <i>making millinery</i> in accordance with production requirements 1.4.Select <i>materials</i> and methods of construction in accordance with production and <i>performance requirements</i> 1.5.Correctly identify style and fabric characteristics which influence construction of headwear and clarify any queries with relevant colleagues

ELEMENT	PERFORMANCE CRITERIA
2. Construct and fit theatrical millinery	2.1. Take and record accurate measurements of performers to ensure correct fitting of headwear 2.2. Use appropriate millinery construction techniques to create specialised theatrical millinery 2.3. Conduct fittings with performers and identify, record and action required adjustments and alterations 2.4. Attach all required trimmings, fasteners and decorations using appropriate techniques to achieve a quality finish 2.5. Identify and action modifications to millinery in consultation with performer/cast and/or designer, where necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- construction techniques for specialised millinery items

Required knowledge

- the role of millinery within the overall costume design and production process
- the scope of specialised millinery items that may be required for a cultural production, e.g. period, fantasy
- materials and fabrics used to create different effects and structures for specialised millinery items
- the link between performance requirements and the selection of construction processes and materials, e.g. physical movement, climate
- safety issues associated with the use of particular materials for millinery construction

Evidence Guide

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to use a range of techniques and materials to create specialised theatrical millinery items • knowledge of the range and type of specialised headwear that may be required by a production.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the creation of specialised millinery items for a production.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using techniques to create theatrical millinery items • evaluation of items made by the candidate in terms of suitability for production and quality of construction and finishing • case studies to assess ability to suggest construction processes in response to different types of costume brief • oral or written questioning to assess knowledge of safety issues, scope of theatrical millinery and different construction techniques • review of portfolios of evidence or third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • specialised materials and equipment for theatrical millinery.

Range Statement

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.

Equipment used in <i>making millinery</i> may include:	• blocks • glue guns • hand-held cutting machine • industrial/domestic irons and steamers • industrial/domestic sewing machines and overlockers • scissors • steamer • tools, e.g. wire cutters, bolt cutters, hammers, pliers
<i>Materials</i> for constructing hats may include:	• buckram • fabrics, e.g. felt, cloth • foam • found objects • latex • leather • millinery canvas/Paris net • plastics • straw • vinyl • wire
<i>Performance requirements</i> may include:	• continuity • lighting • movement • physical attributes of performers • quick changes • special considerations, e.g. use of harness on performer during performance • special effects • use of doubles/second cast

RANGE STATEMENT	
Millinery construction techniques may include:	• blocking felt hoods and capelines • building a hat from straw braid • covering and lining a moulding material • fitting the hats • making a wire foundation hat • making period costume hat trimmings
Theatrical millinery refers to the range of specialised items that could be used in a production and may include:	• bridal headdresses • fantasy headwear • head-dresses • helmets • period headwear • special-purpose hats, e.g. military • street hats

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS14B Construct hard and soft sculptured costume accessories

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to create costume accessories for any production within the cultural industries. It involves the creation of 2-dimensional (2D) and 3-dimensional (3D) objects constructed from materials other than fabric. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Costume makers apply the skills and knowledge outlined in this unit. They could be working in a range of contexts - from large commercial productions in the entertainment and screen industries to amateur theatre. This unit has linkages to a range of other costume and design units and combined assessment and/or training with those units may be appropriate, e.g.: • CUECOS11B Make character costumes As this unit requires drawing skills it is recommended that it be assessed with or after the following unit: • CUVCOR07A Use drawing techniques to represent the object or idea.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine costume accessory requirements	1.1. Interpret design sketches and other <i>production documentation</i> and liaise with other production <i>personnel</i> to determine the type of <i>accessories</i> required 1.2. Undertake <i>research</i> to establish the broad parameters for accessory construction, including availability of <i>materials</i> 1.3. Use <i>research material</i> appropriately to adapt styles for the particular production
2. Develop	2.1. Conduct experimentation and testing to determine

ELEMENT	PERFORMANCE CRITERIA
specifications for accessories	the appropriate equipment, tools, materials and techniques 2.2. Determine correct quantity and cost of materials required for construction with consideration of efficient use of resources 2.3. Produce accurate working drawings and specifications for accessories 2.4. Negotiate requirements for assistance with manufacture by other departments or personnel where necessary
3. Construct hard and/or soft sculpture accessories	3.1. Construct accessories in accordance with design specification and requirements 3.2. Use appropriate methods and techniques to achieve required dimensions and shape in accordance with the style of accessory to be constructed 3.3. Use all equipment, tools and materials in accordance with occupational health and safety procedures and environmental considerations 3.4. Liaise with appropriate colleagues to evaluate accessories
4. Complete accessories and costumes	4.1. Conduct fittings and identify, record and action required adjustments 4.2. Attach trims and finish accessories and costumes in accordance with specifications and the run of the show

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- typical materials used to create hard and soft sculptured accessories, including their use and properties
- producing and modifying technical drawings and illustrations

Required knowledge

- techniques for working with materials used for hard and soft sculptured accessories
- sources for materials typically used in a performance context

REQUIRED SKILLS AND KNOWLEDGE

- innovative and experimental pattern making techniques in 2D and 3D

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- ability to use a range of construction techniques to produce 2D and 3D products for use as accessories
- knowledge of materials and techniques typically used in the construction of different types of accessories.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the production of hard and soft sculptured accessories for a production.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of accessories created by the candidate in relation to creative and production quality
- oral questioning/interview aimed at evaluating the processes used in developing accessory specifications
- evaluation of sketches, drawings or specifications developed by the candidate
- third party reports and portfolios of evidence.

Assessment methods should closely reflect workplace demands 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).

EVIDENCE GUIDE**Guidance information for assessment**

Assessment of this unit requires access to:

- costume designs from which the candidate can develop specifications and undertake construction
- equipment, tools and materials used for construction of 2D and 3D objects.

Range Statement**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.

Production documentation may include:

- breakdown lists
- call sheets
- design specifications
- performance outline, eg script
- plots

Relevant colleagues/***personnel*** may include:

- designers
- performers
- technical and production staff

Hard and soft sculptured ***accessories*** may include:

- badges/medals
- bags
- belts
- codpieces
- cravats
- footwear
- gloves
- jewellery
- patch boxes
- pins
- snuffboxes

Research may include:

- contact with specialist associations and organisations
- reading newspapers, books and other

RANGE STATEMENT	
	- references • talking and listening to experts • use of the internet • watching films and videos
Materials used in hard and soft sculpture may include:	• clay • foam • knitted • latex • leather • non-woven • plastics • recycled materials/objects • vinyl • wire • woven
Research materials may include:	• books and references • film • Internet • painting and illustrations • photographs • specific writings • video
Performance and performers' costume requirements may relate to:	• continuity • harnesses • lighting • movement • physical attributes of performers • quick changes • use of doubles/second cast
Production requirements may relate to:	• budgetary and time constraints • considerations such as harnesses • lighting • maintenance • performance requirements • physical attributes of the performers • run of the show • use of multiples

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS15B Construct hard and soft sculptured specialised costumes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to construct costumes where products other than fabric are an integral part of the costume design. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine requirements for specialised costumes.	1.1. Interpret design sketches and other production documentation and liaise with other production personnel to determine the need for specialised costumes. 1.2. Undertake research to establish the broad parameters for costume construction, including availability of materials. 1.3. Use research material to appropriately adapt styles for the particular production.
2. Develop specifications for specialised costumes.	2.1. Conduct experimentation and testing to determine the appropriate equipment, tools, materials and techniques. 2.2. Determine correct quantity and cost of materials required for construction with consideration of efficient use of resources. 2.3. Produce accurate working drawings and specifications for <i>specialised costumes</i>. 2.4. Negotiate requirements for assistance with manufacture by other departments or personnel where necessary.
3. Construct specialised costumes.	3.1. Take and accurately record performer's measurements. 3.2. Develop pattern shapes appropriately to meet design specifications. 3.3. Identify performance and performers' costume requirements to ensure that costume construction is practical and appropriate to the performance.

ELEMENT	PERFORMANCE CRITERIA
	3.4. Select materials for supports and bases to meet production requirements. 3.5. Construct internal supports, fabric base and outer costume to achieve the requirements and specifications of performance, performers and design.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Typical problems and challenges encountered with specialised costume construction, including issues surrounding the need for costumes to withstand the demands of performance, comfort of the performer and use of costume doubles.

Required knowledge

- overview of the scope of the types of specialised costumes that can be constructed
- different materials, their properties and uses in specialised costume construction
- techniques for working with materials other than fabric in costume construction, including moulding and the integration of different materials and fabrics within the overall construction.

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- ability to use appropriate techniques to construct costumes which incorporate materials other than fabric

EVIDENCE GUIDE	
	knowledge of different materials and how to use these in costume construction.
Context of and specific resources for assessment	The assessment context must provide for: practical demonstration of skills through the production of specialised costumes for an actual production.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of costumes created by the candidate in relation to creative and production quality - oral questioning/interview aimed at evaluating the processes used in developing costume specifications - evaluation of sketches, drawings or specifications developed by the candidate - third party reports and portfolios of evidence. Assessment methods should closely reflect workplace demands and the needs of particular groups (eg 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). Assessment of this unit requires access to: - costume designs from which the candidate can develop specifications and undertake construction - equipment, tools and materials used for construction of specialised costumes.
Guidance information for assessment	This unit has linkages to a range of other costume units and combined assessment and/or training with those units may be appropriate, eg: CUECOS02C Apply art finishing

Range Statement

RANGE STATEMENT

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.

Specialised costumes may include:

- abstract costumes
- armoury
- distorted human
- human puppet costumes
- industrial textiles
- latex
- science fiction.

Materials that may need to be incorporated into the costume may include:

- clay
- composite fabric
- foam
- industrial textiles
- latex
- plastics
- surgical textiles
- vinyl
- wire.

Unit Sector(s)

Unit sector	Visual communication - costume

Competency field

Competency field	

Co-requisite units

Co-requisite units		

CUECOS302A Dress performers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to prepare and maintain costume items, and dress performers, throughout any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit describes the skills and knowledge required to dress performers for any production within the cultural industries and undertake relevant preparatory tasks. Wardrobe personnel in the process of learning more advanced costume production skills may undertake this role in other contexts where there is a dedicated job role of 'dresser'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to dress performers	1.1. Interpret <i>production or other documentation</i> accurately to determine relevant costume requirements 1.2. Ensure that costume and accessory labels are accurate and securely attached and re-label where necessary 1.3. Ensure relevant <i>costumes</i>, items and accessories will be available at the appropriate location at the appropriate time, ensuring costumes are handled with care to minimise damage 1.4. Organise all costumes, accessories and any duplicates required into a line up to meet the requirements of the production schedule/running sheet 1.5. Make costumes available to performers in sufficient time to allow for their dressing to meet the call 1.6. Secure all costume items and accessories to minimise theft or damage before, during and after the <i>production</i>
2. Dress performer ready for call	2.1. Assist the performer to dress and change costumes in accordance with <i>design, performer and production</i>

ELEMENT	PERFORMANCE CRITERIA
	requirements, with minimum damage to costume 2.2. Treat performers with tact and sensitivity to ensure their personal privacy is maintained 2.3. Conform with performer requests relating to costume requirements or accurately communicate these to relevant personnel 2.4. Complete dressing of performers in time to meet their calls whilst giving due attention to the care requirements of all costume items 2.5. Check costumes to ensure that they fit securely, are comfortable for the performer and meet the production requirements 2.6. Promptly identify any problems and take appropriate action to rectify 2.7. Observe production etiquette and protocols throughout the dressing process 2.8. Use all equipment safely and in accordance with any manufacturer instructions throughout the dressing process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to relate with performers during dressing
- literacy skills sufficient to read and interpret production documentation, costume labels and costume care instructions
- negotiation skills sufficient to deal with conflict situations
- numeracy skills sufficient to interpret measurement charts
- planning and organising skills sufficient to manage time effectively

Required knowledge

- etiquette and protocols in relation to the dressing of performers
- film and television production schedule terminology
- format and meaning of production documentation used by dressers
- machine and hand sewing and methods of altering costumes
- OHS legislation/regulations that affect the dresser (hygiene&use of equipment)

REQUIRED SKILLS AND KNOWLEDGE

- principles and techniques of costume construction and fitting
- properties of different fabrics, and how they should be handled
- properties of different types of costumes and how they should be handled

Evidence Guide**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 following is essential:

- ability to accurately interpret dressing requirements and to dress performers to meet those requirements within workplace realistic timeframes and without damage to costumes
- application of organisational skills to facilitate efficient preparation for the dressing process.

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of equipment as listed in the Range Statement of this unit
- access to costumes, production documentation that specifies dressing/costume requirements and performers to be dressed
- access to appropriate learning and assessment support when required
- the use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

EVIDENCE GUIDE	
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation of the candidate dressing performers and making relevant preparations • oral questioning/interviewing to assess knowledge of issues to be considered when dressing performers, including care requirements for particular types of costumes • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUECOS303A Modify, repair and maintain costumes.

Range Statement

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.	
<i>Production or other documentation</i> may include:	• call/running sheets • confirmation of receipt and dispatch notes • continuity reports/checklists • costume breakdown lists • costume design • costume plots • descriptive costume checklists • hire agreements • manufacturer specifications/instructions • measurement charts • memos of instruction • production schedules

RANGE STATEMENT	
	• scripts
Costumes may include:	• accessories • character costumes • contemporary wear • dance wear • female, male and child costumes • hard and soft sculpture costumes • millinery • period costumes • tailored costumes
Production may include:	• commercials • documentaries • feature films • filmed events or performances • live events/entertainment/performance • live or pre-recorded television productions • music video • short films • stage performances • television productions of any type (e.g. music, drama, comedy, variety, sport)
Design, performance and production requirements may include:	• continuity • continuity aids (labels, photographs, polaroids) • costume requirements: • daily • for the run of a production • scene by scene • particular performer issues • production environments: • dressing room • on location (interior, exterior) • outside broadcast • soundstage • stage/theatre/venue • studio • repairs (hand/machine sewn, patching) • special fitting requirements/security of fitting • special handling • stocks (e.g. brush, dry-cleaning fluid, dulling)

RANGE STATEMENT	
	spray, glues, safety pins, starch, water sprays) • timing and speed
Relevant personnel may include:	• costume production staff • designer (costume, production) • director (photography, technical) • extra • floor manager • head of department • performer • producer • supervisor • technical and specialist staff • wardrobe department personnel

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS303A Modify, repair and maintain costumes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to assist in altering, repairing and maintaining costumes for any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit describes the skills and knowledge required to alter, repair and maintain costumes under the supervision of senior costume personnel for any production within the cultural industries. It includes fundamental sewing and costume maintenance techniques.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Complete simple costume alterations	1.1. Set up and adjust equipment and work station in accordance with workplace procedures or construction requirements, ensuring <i>appropriate and compatible equipment</i> and accessories are used 1.2. Complete simple <i>costume modifications</i> in accordance with requirements for quality, personal safety and speed of work 1.3. Inspect sewn pieces, identify any faults and take action to rectify any faults according to workplace procedures or construction requirements
2. Undertake repairs	2.1. Assess <i>costumes</i> and liaise with <i>relevant personnel</i> to determine requirements for repairs 2.2. Prepare costumes, materials and equipment in an appropriate manner for repairs 2.3. Complete repairs to restore costumes to optimum condition
3. Launder, press or otherwise service costumes	3.1. Inspect costume components and determine appropriate laundering, press or servicing process 3.2. Identify and rectify any faults, spots or marks using appropriate equipment and/or chemicals 3.3. Wash and press any costumes in accordance with the care instructions for the fabric, ensuring that delicate or problem fabrics are serviced with care

ELEMENT	PERFORMANCE CRITERIA
	3.4. Make necessary arrangements for the special laundering or dry cleaning of costumes and document the dispatch and collection of costumes 3.5. Ensure that costumes are accurately labelled, coded and stored in accordance with workplace or production requirements 3.6. Complete documentation in accordance with workplace or production requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation, costume labels and costume care instructions
- planning and organising skills sufficient to maintain production documentation and transfer information
- problem solving skills sufficient to identify/apply appropriate testing techniques
- teamwork skills sufficient to work as part of a production team and seek guidance from appropriate work colleagues
- technical skills sufficient to carry out costume maintenance and repairs to required workplace standards

Required knowledge

- basic sewing techniques, including hand sewing and the manipulation of fabric through a sewing machine
- broad knowledge of cleaning agents and the effect they have on a range of fabrics/materials, including those that are fragile and easily damaged
- broad knowledge of costume repair techniques and their applications
- different roles/responsibilities of people working within a wardrobe department
- OHS requirements for the safe use of sewing machines and other equipment
- 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
- typical labelling and storage systems for costumes

Evidence Guide

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 following is essential:

- ability to assess costumes for maintenance or repair and to ensure quality of finished costume
- ability to use techniques to repair and restore costumes to optimum condition
- knowledge of different repair and maintenance techniques for different types of fabrics and costumes.

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of equipment typically found within a wardrobe department and as listed in the Range Statement of this unit (including industrial sewing machines)
- access to an environment where different types of costumes can be modified, repaired and maintained within commercially realistic timeframes
- access to costumes requiring modification, repair or maintenance
- access to appropriate learning and assessment support when required
- the use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for this unit:

- case studies and problem solving exercises to

EVIDENCE GUIDE	
	determine ability to respond appropriately to different repair and modification needs • evaluation of costumes repaired, maintained or modified by the candidate • oral questioning/interviewing to assess knowledge of fabric types and different sewing techniques • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUECOR02C Work with others • CUECOS302A Dress performers.

Range Statement

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.	
<i>Appropriate and compatible equipment</i> may include:	• dressmaker's dummies • glue guns • industrial/domestic irons and steamers • scissors • tools (e.g. wire cutters, bolt cutters, hammers, pliers) • washing machines and dryers
<i>Costume modifications</i> may include:	• hemming • maintaining the standard of the overall costume • repairing closures • repairing fabric tears/seams • replacing buttons and trimmings • replacing parts of costumes (e.g. cuffs, collars, linings)

RANGE STATEMENT	
	• taking in/letting out
Costumes may include:	• accessories • character costumes • contemporary wear • corsetry • costume jewellery • dance wear • female, male, child and animal costumes • hard and soft sculpture costumes • millinery • padding • period costumes • pre-production toiles • tailored costumes • undergarments
Relevant personnel may include:	• costume designer • costume production staff • other specialist staff • wardrobe department personnel • wardrobe supervisor/manager
Workplace or production requirements may include:	• costume making, e.g.: • basic styles (pants, shorts, skirts, blouses) • hand made or machine sewn • tailoring • production environments such as: • dressing room • on location (interior, exterior) • outside broadcast • stage/theatre/venue • studio • special handling • stocks (e.g. brush, dry-cleaning fluid, dulling spray, glues, safety pins, starch, water sprays) • timing and speed • types of laundering such as: • airing and sanitising • dry cleaning • shoe cleaning • spot cleaning

RANGE STATEMENT

	• washing and drying • types of production, e.g.: • commercials • documentaries • feature films • filmed events or performances • live events/entertainment/performance • live or pre-recorded television productions • music video • short films • stage performances • television productions of any type (e.g. music, drama, comedy, variety, sport)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUECOS405A Coordinate costume manufacture

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret the costume design and supervise the manufacture of costumes for any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit describes the skills and knowledge required to interpret an established costume design and to supervise the manufacture of costumes for any production within the cultural industries. As such this unit has a focus on organisational skills and underpinning costume manufacturing knowledge. It does not cover the skills required for the actual production of costumes, which are found in other units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the design and determine production requirements	1.1. Liaise with <i>relevant personnel</i> and interpret/confirm <i>costume</i> requirements so that design specifications, production and/or script requirements are met 1.2. Read and accurately interpret pre-production paperwork (including costume design and costume plot) to determine resource requirements 1.3. Make any insertions to the costume plots, such as ageing and visual effect requirements, to ensure <i>costumes</i> meet the script or <i>production requirements</i> 1.4. Produce detailed and accurate costume breakdown lists from the documented costume plots 1.5. Review budget allocated for <i>costume manufacture</i> and wardrobe operation and make decisions accordingly 1.6. Develop solutions to identified manufacturing problems and promptly communicate difficulties to relevant personnel

ELEMENT	PERFORMANCE CRITERIA
	1.7. Seek and receive approval to amend design, if necessary, before proceeding with work 1.8. Develop an operational/project plan and manufacture schedules for making costumes in accordance with the design and production requirements
2. Select and purchase materials	2.1. Check existing stocks of materials or costumes for suitability of use for the production 2.2. Obtain measurements of cast/performers and establish the required meterage of fabrics/materials to minimise wastage 2.3. Source and purchase suitable materials to ensure they can withstand the rigours and demands of the production and meet budgetary requirements 2.4. Ensure that materials are available in sufficient quantities to meet the costume requirements 2.5. Ensure materials comply with OHS guidelines 2.6. Ensure that materials can undergo any necessary special effects requirements such as ageing
3. Supervise costume manufacture	3.1. Oversee relevant personnel to ensure all costume production requirements are met, quality standards are adhered to and work is undertaken within item, budget, time and manufacture constraints 3.2. Ensure that OHS guidelines are met and production schedule is adhered to 3.3. Identify and communicate methods and materials for production to relevant personnel 3.4. Make design specifications available to production staff at an appropriate time and assist in their interpretation 3.5. Coordinate involvement of external manufacturers or hirers involved in the production of specialist costume items to ensure timelines and quality guidelines are met 3.6. Participate in ongoing production meetings or costume parades and ensure that any costume design modifications are agreed, noted and acted upon 3.7. Inform relevant personnel of costume design changes 3.8. Update any required documentation and record and file in accordance with enterprise requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:
 - interpret and communicate construction specifications
 - negotiate with, coordinate and lead a costume team
 - visualise and interpret creative concepts
- literacy skills sufficient to interpret scripts, specifications and instructions
- numeracy skills sufficient to interpret measurement charts and manage budgets
- planning and organising skills sufficient to:
 - develop operational plans and production schedules
 - keep records
- technical skills sufficient to:
 - apply trims
 - make and grade patterns
 - perform alterations
 - sew by machine and hand

Required knowledge

- content, features and formats of scripts, specifications and other production documentation
- detailed knowledge of the costume construction process
- OHS requirements that impact on costume construction
- principles and techniques of costume construction, assembly and fitting
- supply sources for costume products
- typical costs and costing processes for costume manufacture
- use and properties of different fabrics and their appearance under lighting and/or on the screen
- workflow planning and work organisation methods in the context of a wardrobe department

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
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 following is essential: • ability to coordinate the costume manufacturing process using effective organisational skills and specialist knowledge to produce costumes which reflect the design brief, are of high quality and are available on time • ability to communicate with a range of individuals and organisations and coordinate costume production teams • ability to interpret creative costume design documentation (including venue requirements, type of production and resource constraints). This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.
Context of and specific resources for assessment	Assessment must ensure: • access to a fully-equipped costume manufacturing facility • access to a range of equipment as listed in the Range Statement of this unit • access to materials for costume manufacture • access to appropriate learning and assessment support when required • the use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • discussion with members involved in costume manufacture regarding effectiveness of process • evaluation of report produced by the candidate describing organisational processes used to

EVIDENCE GUIDE	
	coordinate costume manufacture, including key challenges and responses • evaluation of costumes produced against original design concepts • oral questioning/interview to evaluate processes used in developing and realising creative concept • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBPUR401A Plan purchasing • BSBWOR402A Promote team effectiveness • CUEFIN02C Manage a budget • CUEOHS01C Implement workplace health, safety and security procedures • CUFCOS401A Make costumes.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• costume production staff • designer (costume, production) • director (photography, technical) • floor manager • head of department • performer • producer • wardrobe department personnel • wardrobe supervisor/manager • other technical staff

RANGE STATEMENT	
<i>Costumes</i> may include:	• accessories • character costumes • contemporary wear • corsetry • costume jewellery • dance wear • female, male, child and animal costumes • millinery • padding • period costumes • pre-production toiles • tailored costumes • undergarments
<i>Production requirements</i> may include:	• budget/time constraints • facilities (dressing/fitting rooms, furniture, production space, storage units) • location (studio or production office) • OHS guidelines (e.g. effect of fabrics on skin) • physical demands on costumes • touring requirements • wardrobe equipment, e.g.: • clothing storage and transportation bag • coat hangers • conversion tables • cutting boards and tables • dressmaker's dummies • dyeing facilities • glue guns • hand held cutting machines • hanging racks • industrial/domestic irons, presses and steamers • industrial/domestic sewing machines (portable or fixed) • laundering facilities (washing machines, dryers) • measuring tapes • overlockers • scissors and cutters

RANGE STATEMENT	
	• spray guns • tools (e.g. wire cutters, hammers, pliers)
Costume manufacture may include:	• costume making: • basic styles (pants, shorts, skirts, blouses) • hand made or machine sewn • tailoring • construction techniques (cutting, machining, tailoring) • finishing (fitting fasteners, fitting trims, hemming costumes)
Stocks may include:	• cutting blades • fabric • fasteners • haberdashery • pattern paper • solutions • thread • trim
Production may include:	• commercials • documentaries • feature films • live or pre-recorded television productions • music video • short films • television productions of any type (e.g. music, drama, comedy, variety, sport)
Documentation may be:	• budgets • call sheets • confirmation of receipt and dispatch notes • costume breakdown lists • costume design • costume patterns • costume plots • descriptive costume checklists • fault reports • hire agreements • manufacture schedules • manufacturers' specifications/instructions • measurement charts • memos of instruction

RANGE STATEMENT

	• operational/project plan • production schedules • running sheets • scripts • stock documentation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - costume

Co-requisite units

Co-requisite units		

CUEDES04B Establish and refine a brief

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required by a designer to work pro-actively with a client commissioning organisation to develop and negotiate a design brief. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit reflects the situation where a designer plays a key role in determining the scope and nature of work required. This unit builds on the unit 'BSBDES402A Interpret and respond to a brief', which focuses on working with an established brief. Because people in many industries require the skills and knowledge in this unit, it has been written to allow for contextualisation. In practice, this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines. This unit underpins effective performance in all design disciplines. It is highly recommended that this unit be assessed with or after the following units: • BSBDES402A Interpret and respond to a brief • any specialised design unit, e.g. CUFCOS504A Design costumes.

	There is also a strong link between this unit and the following unit, and combined assessment and or training would be appropriate: BSBDES305A Source and apply information on the history and theory of design.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish design	1.1. Identify and make appropriate contact with <i>relevant</i>

ELEMENT	PERFORMANCE CRITERIA
requirements	stakeholders for the design project, including client 1.2. Identify and source information and references relevant to the design project 1.3. Critically analyse sources and extract key information to inform the design project 1.4. Liaise with client and other key stakeholders to determine overall objectives and parameters for the design project 1.5. Pro-actively seek, review and act upon information needed to inform constructive communication with client 1.6. Build trust and respect between self and client through effective use of communication skills and demonstration of professional integrity
2. Develop and refine the design brief	2.1. Develop concepts and ideas for inclusion in the brief which take account of overall project objectives and parameters, including budget constraints 2.2. Undertake own analysis of concept and challenge ideas and approaches taken to ensure responsiveness to project needs 2.3. Present ideas in an appropriate format/medium and seek feedback from key stakeholders 2.4. Use effective communication techniques to generate discussion, debate and critical analysis 2.5. Re-evaluate and refine options based on own analysis and discourse with others 2.6. Establish and agree on the final nature and scope of the brief with the client and accurately document details
3. Negotiate terms and conditions	3.1. Negotiate and agree terms and conditions of the brief in accordance with relevant organisational and professional standards 3.2. Clarify, agree and document roles and responsibilities of those involved in the project 3.3. Confirm agreements in writing in accordance with organisational requirements, including approval processes 3.4. Identify the need for and seek specialist advice in the development of formal agreements or contracts where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, presentation and negotiation skills specifically for the process of working with clients to establish and refine design briefs in a particular area of design
- literacy skills sufficient to research and evaluate a wide range of source materials for the development of the concept for own work, to conduct a critical discourse about the concept for own work
- numeracy skills sufficient to develop realistic costing for realisation of design concept

Required knowledge

- sources of information that inform the development of design concepts within a specific industry context
- the scope, nature and potential variations within design briefs relevant to a specific industry context
- legal issues that affect negotiations and contracts in the relevant industry context
- copyright, moral rights and intellectual property issues and legislation that impact on design work in the relevant industry context

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- effective collaboration and communication skills to work with others to develop and refine a design brief
- sound knowledge of the design process within the specific industry context/design discipline.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the

EVIDENCE GUIDE	
	development and finalisation of a design brief for a specific industry purpose interaction with and involvement of others to reflect the collaborative nature of the unit and the communication and negotiation skills required.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of a design brief in which the candidate has played a significant development role - evaluation of reports prepared by the candidate detailing the processes undertaken for establishing and refining the brief, including challenges faced and lessons for the future - questioning and discussion on the process and to assess knowledge of issues surrounding legislation, industry context, sources of information - case studies to assess ability to adapt approach to different client requirements and contexts - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to sources of information relevant to the industry context.

Range Statement

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

RANGE STATEMENT	
regional contexts) may also be included.	
Design requirements may relate to any industry/design discipline, and may include:	• event design • graphic design • interior design • multimedia design • object design • product design • theatrical/film production design, eg sets, costumes, lighting • wearable object design, e.g. fashion, jewellery
Relevant stakeholders in addition to client may include:	• authorities, e.g. local council for outdoor event design • creative specialists • other designers • others involved in the project • production teams • technical specialists • venue managers
Information and references relevant to the design project may include:	• environment • financial information • music and/or film/video • oral history • organisational information • photographs and other artworks • project team members • promotional material • technical reports/data • texts and other written references • work of other designers/artists
Critical analysis may involve:	• considering how ideas may be adapted • considering how ideas may be challenged • drawing links between references and potential designs • evaluating work of other designers • making judgements about potential ideas in relation to the budget and available resources • making judgements about relevance of information and ideas
Overall objectives and parameters	• audience • availability of materials, tools, equipment and

RANGE STATEMENT	
may relate to:	human resources • budget • conflicting competing demands • organisational vision • presentation venue/context • sponsorship • timeframe
<i>Appropriate format/medium</i> for presentation of ideas may include:	• checklists • digital presentation • drawings • electronic presentations • graphic formats • models • paintings • photographs • plans • prototypes • verbal description/oral presentation • video • visual diagrams
<i>Terms and conditions</i> may relate to:	• conceptual parameters • contracts • deliverables • legal and financial issues such as processes to be used • ownership and copyright • reporting • technical requirements • timelines
<i>Organisational and professional standards</i> may include:	• industry standards for written agreements • industry-accepted fee schedules • requirements for written agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - design process

Co-requisite units

Co-requisite units		

CUEDES05B Manage design realisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to manage design realisation and includes a focus on planning, implementation and monitoring of the design process. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in many industries apply the skills and knowledge outlined in this unit, which has been written to allow for contextualisation. The unit may apply to an individual designer-maker or to a designer working as part of a design/production team. In practice, this unit would always be combined with specialised design units that focus on a particular area of design practice. This unit underpins effective performance in all design disciplines. It is highly recommended that this unit be assessed with or after the following units: • BSBDES402A Interpret and respond to a brief • any specialised design unit, e.g. CUFCOS504A Design costumes • CUEFIN02C Manage a budget.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan design work	1.1. Collect, analyse and maintain <i>relevant information</i> on the <i>design</i> 1.2. Discuss and agree <i>standards of work and monitoring requirements</i> with the <i>appropriate stakeholders</i> 1.3. Develop clear plan and schedule for design realisation, including key roles and responsibilities linked to timelines and budget
2. Implement and monitor the design	2.1. Organise and/or allocate resources to achieve the realisation of the design within required standards,

ELEMENT	PERFORMANCE CRITERIA
process	timeframes and budget 2.2. Liaise with others involved in design realisation to ensure obligations and quality standards are met within time, budget and technical resources 2.3. Maintain accurate, relevant and complete documentation in accordance with agreed standards 2.4. Monitor process to ensure integrity of design is maintained at all times, including challenging of own work 2.5. Promptly identify difficulties or problems that arise in relation to the design process and take action to rectify the situation
3. Liaise and negotiate with stakeholders	3.1. Establish and maintain appropriate communication channels with relevant stakeholders 3.2. Pro-actively seek and provide information to facilitate effective design realisation 3.3. Adhere to agreed terms and conditions or negotiate appropriate changes in light of changed circumstances 3.4. Negotiate and agree revisions in a professional manner with relevant parties to enhance quality of outcome
4. Complete design process	4.1. Finalise design outcomes in accordance with terms and conditions 4.2. Seek feedback from key stakeholders on finished design and make final adjustments as agreed 4.3. Evaluate the completed design in relation to own work and the overall realisation process to inform future practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and negotiation skills for effective client/principal, stakeholder and project team liaison during design realisation
- literacy skills sufficient to research and evaluate a wide range of source materials

REQUIRED SKILLS AND KNOWLEDGE

on design and to complete relevant design documentation

- numeracy skills sufficient to manage budgets

Required knowledge

- planning and scheduling skills in relation to a given context for design realisation
- production processes as they apply to the realisation of designs within a particular industry context/design discipline, including materials, tools, equipment and processes
- quality assurance for design processes applicable to the specific industry context/design discipline
- problem solving and decision making particularly in relation to design realisation
- copyright, moral rights and intellectual property issues and legislation that impact on design work in the relevant industry context at a managerial level
- occupational health and safety requirements relevant to the particular work context/design discipline

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- management of the design realisation process so that finished product meets requirements of the brief
- effective communication skills in relation to working with others for realisation of the design
- sound knowledge of the design process within the specific industry context/design discipline.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the planning and implementation of the design process with access to all required tools, equipment and materials
- interaction with and involvement of others to reflect the collaborative nature of the unit and the communication and negotiation skills required.

EVIDENCE GUIDE	
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of progress reports completion reports prepared by the candidate • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • resources, tools, materials and equipment for realisation of a design in specific context • information on design for which the candidate manages realisation.

Range Statement

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.	
<i>Design</i> requirements may relate to any industry design discipline, and may include:	• event design • graphic design • interior design • multimedia design • object design • product design • theatrical/film production design, e.g. sets, costumes, lighting • wearable object design, e.g. fashion, jewellery

RANGE STATEMENT	
Relevant information on the design may include:	• artwork • brief • checklists • financial data • models • production data • prototypes • specifications • technical data • working drawings • visual diagrams
Standards of work and monitoring requirements may relate to:	• budget targets • creative issues • legal issues • reporting requirements • technical quality • timeframes
Appropriate stakeholders may include:	• client • others on whom the design will impact, e.g. technical or production personnel • others working on the design process • supervisor/manager
Resources may include:	• financial • human • physical
Documentation to be maintained may include:	• digital records and presentations • financial reports • models • photographs • progress reports • prototypes • records of work • working drawings
Difficulties or problems may relate to:	• budgetary overruns • conceptual issues • legal issues • scheduling problems • technical quality
Communication channels may	• electronic updates

RANGE STATEMENT

include:

- inspections
- project meetings
- telephone discussions

Unit Sector(s)**Unit sector****Competency field****Competency field**

Design - design process

Co-requisite units**Co-requisite units**

CUEEVT03B Integrate knowledge of creative and technical production into management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to integrate knowledge of both the creative and technical aspects of live event production into overall production and event management processes. . No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Event managers apply the skills and knowledge outlined in this unit. In this role they work with creative and technical personnel to realise concepts that underpin productions. This unit has linkages to a range of other event and production management units, and combined assessment and or training with those units may be appropriate, e.g.: • SITXEVT009A Develop event concepts • SITXEVT012A Select event venues and sites.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess key creative and technical production aspects	1.1. Identify the major <i>creative</i> and <i>technical aspects</i> of a production and the relevant personnel with whom liaison is required 1.2. Interpret <i>production documentation</i> correctly to inform assessment of creative and technical production needs
2. Integrate knowledge of creative and technical production into work activities	2.1. Liaise with creative and technical personnel in a manner which <i>establishes trust and rapport</i> and shows an understanding of all areas of the production 2.2. Use knowledge of creative and technical aspects to participate in production decisions and facilitate outcomes which balance different production needs 2.3. Take account of creative and technical needs in the planning and implementation of projects
3. Update creative and	3.1. Identify and use <i>opportunities to update knowledge</i>

ELEMENT	PERFORMANCE CRITERIA
technical production knowledge	of current and emerging creative and technical trends 3.2. Incorporate updated knowledge appropriately into work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- current industry trends in relation to creative and technical production

Required knowledge

- general knowledge of technical and creative aspects of live production including:
 - key roles and responsibilities
 - technical terminology used in each area
 - the design development realisation process
 - the interrelationship between different production areas, including typical challenges
- types of production and event management processes and techniques which foster an integrated approach
- issues associated with balancing different production needs

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- current knowledge of the way in which the creative and technical aspects of a production are realised, including key roles and responsibilities of different

EVIDENCE GUIDE	
	personnel • effective use of knowledge within the planning or management of an event production.
Context of and specific resources for assessment	The assessment context must provide for: • application of knowledge to specific event and production management contexts, i.e. the management of a production event.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of the management of an event for which the candidate has been responsible • case studies to assess ability to integrate knowledge of creative and technical components into other management processes • oral or written questioning to assess knowledge of creative and technical issues • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	There are no particular resource requirements for assessment of this unit.

Range Statement

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.	
<i>Creative aspects</i> of a production may include:	• cultural issues • design processes for major production aspects, including sets, lighting, sound and costume • the roles and working methods of creative personnel, e.g. director, designers, performers
<i>Technical aspects</i> of a production	• audio

RANGE STATEMENT	
may include:	• audiovisual • lighting • staging
Production documentation may include:	• cue sheets • designs and plans, e.g. lighting, costume, sound • scripts
Ways of establishing trust and rapport with creative and technical personnel may include:	• acknowledging the importance of creative or technical expertise in the overall event management process • demonstrating a broad understanding of technical or creative issues • ensuring currency of knowledge in relation to progress of technical or creative aspects • pro-actively working with colleagues to identify key technical or creative issues and challenges
Opportunities to update knowledge may include:	• formal and informal research • industry seminars • informal discussions with colleagues • Internet

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - event management

Co-requisite units

Co-requisite units	

Co-requisite units		

CUEFIN01C Develop a budget

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to develop a budget. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The nature and purpose of a budget varies according to the work context, but the principles of developing a budget remain the same. Individuals responsible for developing budgets work in middle to senior management roles in which they are responsible for analysing financial information to inform the budget development process prior to developing budgets. Skills relating to monitoring budget performance are found in the unit CUEFIN02C Manage a budget. Combined assessment of these units is appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan for a budget	1.1. Confirm the scope and nature of the activity for which <i>budget</i> is being developed with <i>relevant personnel</i>, including any guidelines or directives for budget development 1.2. Correctly identify, access and analyse <i>data</i> required for budget preparation 1.3. Analyse <i>internal</i> and <i>external</i> environmental factors to identify potential impacts on budget 1.4. Determine budget parameters with estimates, based on research, consultation and negotiation with the appropriate personnel and organisation/project objectives 1.5. Provide relevant colleagues with the opportunity to contribute to the budget planning process
2. Develop and prepare	2.1. Draft budget based on analysis of all available

ELEMENT	PERFORMANCE CRITERIA
budget	information and in accordance with organisational policy 2.2. Clearly identify and support income and expenditure estimates with valid, reliable and relevant information 2.3. Assess and present options when appropriate 2.4. Present recommendations clearly, concisely and in an appropriate format 2.5. Circulate draft budget to the appropriate personnel for comment at the appropriate time 2.6. Agree and incorporate modifications accurately and in consultation with colleagues 2.7. Negotiate final budget in accordance with organisational procedures and policies 2.8. Complete the final budget in required format within an agreed timeframe 2.9. Inform relevant personnel of the budget and its application within the relevant area of work, including reporting and financial management responsibilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- negotiating skills in relation to budgetary planning

Required knowledge

- context and typical processes for the budget development process within a given industry context
- accounting principles and practices which impact on budget preparation
- budget preparation techniques, including:
 - information required for budget preparation
 - components of a budget
 - techniques for making budget estimates
 - type of supporting information required
 - presentation techniques/formats for budgets

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • understanding of the technical budget preparation process and accounting procedures that must be followed • sound analysis of the factors that impact on the budget development process • preparation of a realistic and accurate budget within the relevant workplace context.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow for the development of a budget for a specific workplace context • involvement of others in the budget development process • use of industry-current technology for the budget preparation process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of budgets prepared by the candidate, including comparison with actual budgetary performance • evaluation of reports prepared by the candidate detailing the processes undertaken to develop a budget • case studies and problem solving to assess application of principles of budget development to different workplace contexts • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

EVIDENCE GUIDE	
	Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • industry-current technology for budget development • sources of information on expenditure and income.

Range Statement

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.	
<i>Budgets</i> may include:	• budgets for a small business • cash • departmental • event • grant funding • project • sales
<i>Relevant personnel</i> involved in budget development may include:	• creative personnel • funding bodies • investors • management • sponsors • technical personnel
<i>Data</i> required for budget preparation may include:	• budget preparation guidelines • customer or supplier research • financial information from suppliers • financial proposals from stakeholders

RANGE STATEMENT	
	• funding body policies and procedures/limitations • management policies and procedures • performance data from previous projects/periods
Internal or external issues that could impact on budget development may include:	• activity/project objectives • change in economic conditions • human resource requirements • new legislation or regulation • organisational objectives/changes in organisational objectives • price movement for different supplies • required profit margins • safety issues • scope of the project • timing of project • venue availability (for events)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - financial management

Co-requisite units

Co-requisite units		

CUEFIN02C Manage a budget

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to take responsibility for the management of a budget others may have developed. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The nature and purpose of a budget varies according to the work context, but the principles of managing a budget remain the same. Individuals responsible for managing budgets work in middle to senior management roles in which they are accountable for monitoring income and expenditure against budget projections. Skills relating to developing budgets are found in the unit CUEFIN01C Develop a budget. Combined assessment of these units is appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Allocate funds	1.1. Allocate funds in accordance with the <i>budget</i> and agreed priorities 1.2. Keep all <i>relevant personnel</i> fully informed of budgetary decisions 1.3. Make colleagues aware of the importance of budget control 1.4. Accurately detail records of <i>resource</i> allocation in accordance with organisational control systems
2. Monitor and control expenditure	2.1. Check actual income and expenditure against budgets at regular intervals 2.2. Identify areas for improved budget performance and investigate options 2.3. Prepare income and expenditure reports and present in the required format to relevant personnel 2.4. Identify deviations from the budget, the reasons for

ELEMENT	PERFORMANCE CRITERIA
	deviation and take appropriate action 2.5. Present recommendations clearly and logically to relevant personnel 2.6. Advise relevant personnel of budget status in accordance with agreed timeframes
3. Complete financial reports	3.1. Accurately complete all required financial and statistical reports within designated timelines 3.2. Make recommendations regarding future financial planning as appropriate 3.3. Make reports clear and concise, and check for accuracy. 3.4. Promptly forward reports to relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisation or project's procedures for budgeting and financial reporting/management
- legislative or other requirements (e.g. funding body guidelines) with regard to disbursement of funds and record keeping

Required knowledge

- knowledge and understanding of budgets, including different types of budget, how a budget is structured and how to interpret a budget
- financial reports, including structure, features and formats for specific purposes
- financial reporting procedures and cycles relevant to the specific industry context
- areas of financial responsibility specific to the industry context

Evidence Guide

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • monitoring of income and expenditure in accordance with the budget and identifying ways of improving budget performance • knowledge of basic budget principles and structures • knowledge of budgeting terminology relevant to a specific industry context.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that include the management of and reporting on a budget for a specific project/event/operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of reports detailing financial performance of projects or activities conducted by the candidate • evaluation of reports prepared by the candidate detailing the processes undertaken to manage and monitor a budget • case studies and problem solving to assess application of principles of budget management to different workplace contexts • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • figures and data that reflect the financial operating

EVIDENCE GUIDE

conditions of industry.

Range Statement**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.

Budgets may include:

- budgets for a small business
- cash
- departmental
- event
- grant funding
- project
- sales

Relevant personnel involved in budget development may include:

- creative personnel
- funding bodies
- investors
- management
- sponsors
- technical personnel

Resources include all financial resources such as:

- bank accounts
- cash
- cheques
- grants
- investments

Financial reports may include:

- balance sheets
- cash flow reporting
- profit and loss statements

Unit Sector(s)

Unit sector	

Competency field

Competency field	

Co-requisite units

Co-requisite units		

CUEFIN03C Obtain sponsorship

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to obtain and manage sponsorship for an activity, event or organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People in middle to senior management roles in cultural industry organisations or companies apply the skills and knowledge outlined in this unit, which focuses on 'one-off' sponsorship arrangements or ongoing activities within an organisation. People in this role require a sound knowledge of sponsorship opportunities and protocols in a given industry context plus a range of communication, negotiation and management skills. This unit has linkages to a range of other financial, marketing and management units, and combined assessment and/or training with those units would be appropriate, e.g.: • CUEFIN01C Develop a budget • CUEFIN02C Manage a budget • other marketing units • units dealing with development and presentation of business proposals.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine financial requirements and sponsorship opportunities	1.1. Identify financial requirements in consultation with <i>relevant colleagues</i> 1.2. Set sponsorship targets based on financial requirements of activity and estimated income and expenditure 1.3. Identify <i>items</i> , activities or projects to be sponsored based on <i>potential sponsor</i> appeal and the needs of the organisation 1.4. Assess previous methods of securing finance for relevance to the activity

ELEMENT	PERFORMANCE CRITERIA
	1.5. Identify potential sponsors in accordance with the nature of the activity and/or previous sponsors
2. Obtain sponsorship	2.1. Develop sponsorship proposals in a clear, concise and professional way to include full breakdown of costs and benefits and other relevant sponsor information 2.2. Distribute and/or present sponsorship information in accordance with agreed targets 2.3. Undertake follow-up promotion and negotiation as required 2.4. Conduct meetings to discuss proposals in a professional and business-like manner 2.5. Make written contracts/agreements with the sponsor to include full details of commitments made by both parties
3. Service sponsors	3.1. Organise activities in accordance with sponsorship agreements ensuring all agreements made are honoured 3.2. Provide and request feedback to and from the sponsor 3.3. Monitor and evaluate activities and make adjustments accordingly 3.4. Identify and action opportunities to enhance value of involvement for sponsors and benefits for the organisation 3.5. Maintain accurate and current documentation as required throughout the process 3.6. Undertake follow-up liaison with sponsor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- written communication skills sufficient to develop sponsorship proposals
- familiarity with presentation tools, e.g. software
- negotiation and communication skills in relation to sponsorship activities
- project management skills in relation to managing sponsorship activities

REQUIRED SKILLS AND KNOWLEDGE**Required knowledge**

- sponsorship protocols in relation to making contact, nature of proposals, involvement of sponsor in activities and reporting expectations in a given industry context
- potential sponsorship contacts and sources of finance in commerce and/or government in the relevant industry context
- features and formats for sponsorship proposals/packages in the relevant industry context
- features of contracts and agreements and how to interpret them

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- development of clear, concise and professional sponsorship proposals
- effective communication, presentation and negotiation skills.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities conducted over a period of time that allow the candidate to plan and implement sponsorship for an organisation, activity or event
- involvement of and interaction with others to allow the communication and negotiation aspects of the unit to be assessed.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of reports detailing sponsorship projects or activities conducted by the candidate
- evaluation of reports prepared by the candidate

EVIDENCE GUIDE	
	detailing the processes undertaken to obtain and manage sponsorship • case studies and problem solving to assess ability to develop sponsorship approaches to different workplace contexts • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • current technology for the presentation of sponsorship proposals • activity/event/program/organisation to be sponsored.

Range Statement

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.	
<i>Relevant colleagues</i> may include:	• boards of management • funding bodies • management • organising committees • technical or creative specialists
<i>Items</i> , activities or events to be sponsored may include:	• entertainment • exhibitions (permanent or temporary) • meals • ongoing organisation activities

RANGE STATEMENT	
	• physical items • social events • total productions • travel
Potential sponsors may include:	• audiences • boards of directors, councils or other governing bodies • community bodies • existing sponsors • friends' organisations • government agencies • investors • joint partners, including limited life partners • new sponsors
Documentation to be maintained for sponsorship may include:	• activity reports/schedules • attendance figures • contracts • financial records

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - financial management

Co-requisite units

Co-requisite units		

CUEFOH03C Provide seating and ticketing advice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to advise customers on seating facilities and to provide general information on ticket categories, prices and availability. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Box office personnel apply the skills and knowledge outlined in this unit. People in this role draw on detailed product knowledge of performances/events and venues. Typically they would be employed at theatre, cinema and event venues which could have one or more auditoria. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • WRRS1B Sell products and services • CUEFOH07B Process financial transactions • CUEFOH08B Process incoming customer orders.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop and update knowledge of venues facilities, seating and performances	1.1. Identify and access information <i>sources for current and accurate information</i> on venue/s, facilities, seating and performances/sessions/events 1.2. Read and accurately interpret information on all <i>aspects of venue seating and ticketing</i>, including consideration of issues affecting <i>customers with special needs</i> 1.3. Record and store <i>information</i> for future use, in accordance with organisational systems
2. Provide seating and ticketing information	2.1. Provide accurate information on costs of all <i>ticket</i> categories, including any concessional rates 2.2. Provide accurate information on performance/session/event commencement and conclusion times, as requested

ELEMENT	PERFORMANCE CRITERIA
	2.3. Provide information on facilities and services provided for customers with special needs, as required 2.4. Advise customers on nature of seating, including location and viewing details 2.5. Consider special requests or customers with special needs when selecting seats 2.6. Make appropriate recommendations for alternative or future performances/sessions/events as appropriate 2.7. Provide accurate advice on refund and exchange policy and procedures and clearly reinforce these issues 2.8. Handle all enquiries and sales in an efficient and polite manner according to the speed requirements of the sales situation 2.9. Seek advice or assistance from colleagues as required
3. Issue tickets	3.1. Check that all equipment and materials are available and operational before commencing ticket issue 3.2. Issue tickets and receipts, if required, in accordance with organisational procedures and ticketing system 3.3. Check tickets before providing them to customer and reconfirm details to the customer

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to accurately interpret seating and ticketing information
- numeracy skills sufficient to calculate numbers of seats, advise on pricing information

Required knowledge

- information systems used by venues in relation to seating and ticketing
- product knowledge of venue facilities, seating layout and prices as appropriate to the organisation
- product knowledge of venue performances/sessions/events times as appropriate to the organisation

REQUIRED SKILLS AND KNOWLEDGE

- broad understanding of the different types and styles of performances/sessions/events as appropriate to the organisation or industry sector
- special facilities and services available to people with special needs
- procedures and systems for determining availability of tickets
- ticket issuing systems, as appropriate to the organisation
- payment, refund and exchange policy and procedures

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- ability to access appropriate information on venue facilities, and all operational aspects of the performance/session/event - times, prices, ticketing categories
- provision of accurate seating and ticketing advice and issuance of tickets within industry-realistic timeframes
- ability to provide information and advice which matches customer needs and requests.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills in providing information for multiple ticketing products to meet varying customer needs
- processing requests within typical workplace time constraints, eg serving a physical or telephone queue of customers waiting to access seating and ticketing information
- interaction with and involvement of a customer group to whom information and advice can be provided.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential

EVIDENCE GUIDE

	underpinning knowledge, and might include: • direct observation of the candidate providing information and advice and issuing tickets • case studies to assess ability to match product to customer needs/requests • review of documentation, information manuals or notes kept by the candidate • written or oral questions and tests to assess knowledge of information sources and actual knowledge of venues, ticketing products and prices • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • typical industry information storage systems for venue, ticketing and performance/session/event information • tickets/passes.

Range Statement**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.

<i>Sources for current and accurate information</i> on venue/s, facilities, seating and	• formal familiarisation visits • hirer information sheets • information manuals

RANGE STATEMENT	
performances/sessions/events may include:	• personal site observation/exploration • venue information sheets/manuals
Aspects of venue seating and ticketing include:	• categories of seating and features • changing configurations • general seating layout • scheduled dates and times for performances • viewing issues, e.g. full view, restricted view
Customers with special needs may require:	• hearing assistance • immobility access • special car parking • special seating • translation assistance • wheelchair access
Customers with special needs may include:	• aged people • first-time patrons • groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children • VIPs
Storage of information may include:	• card reference systems • computerised database of information • file notes of particular venues/performances/events/sessions • information manual
Tickets may be issued:	• manually • via a ticketing software system
Seating and ticket advice may be provided by:	• a ticketing agency • the venue itself
Selection of seats may take into account:	• best presentation of the venue - 'dressing the house' • best viewing position for the particular type of performance/event/session • special needs of the customer
Required equipment and materials	• computer hardware

RANGE STATEMENT	
may include:	• computer software • point of sale transaction documents and equipment
Advising on and <i>issuing tickets</i> may take place:	• over the counter/face-to-face • via fax or modem • via mail • via telephone • via the Internet or other electronic technology
<i>Ticketing</i> software systems may include:	• Bocs • Globe • Select • Softix • Ticketmaster

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

CUEFOH04C Usher patrons

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to process tickets and seat patrons for a theatre performance, event or cinema session. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Box office personnel apply the skills and knowledge outlined in this unit. People in this role are responsible for monitoring patron movements in and out of the auditorium and assisting with any special seating requirements. Typically they would be employed at theatre, cinema and event venues which could have one or more auditoria. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUEFOH10B Monitor entry to a venue • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Check and process tickets	1.1. Check <i>tickets</i> /passes for validity and seating location and process in accordance with organisational procedures 1.2. Take appropriate action should any problems arise with tickets/passes 1.3. Provide patrons with accurate <i>auditorium information</i> and advise if any <i>special restrictions or requirements</i> apply 1.4. Refer issues beyond own level of responsibility to the appropriate person
2. Seat patrons	2.1. Encourage patrons to enter the appropriate location in accordance with public announcements 2.2. Deal with queues to ensure that patrons are seated efficiently and quickly and that the performance is not

ELEMENT	PERFORMANCE CRITERIA
	delayed 2.3. Monitor crowd movement and take appropriate action to address problems 2.4. Direct patrons to their seat location or guide patrons to seats, ensuring their safety 2.5. Deal with any seating problems, take remedial action according to individual level of responsibility and enterprise procedures 2.6. Identify patrons with special needs and provide special assistance to seat them at the most appropriate time for the comfort and convenience of all patrons 2.7. Provide latecomers with accurate information on when they may be seated and assist them to their seats at the appropriate time 2.8. Observe safety requirements and regulations at all times in accordance with organisational procedures
3. Monitor entry to and from the auditorium	3.1. Close auditorium doors in time for the performance/session/event and continually monitor 3.2. Assist any patrons to safely exit and re-enter the auditorium at appropriate times 3.3. Clear the auditorium of patrons at the conclusion of the performance/session/event in accordance with safety requirements and regulations 3.4. Tidy and/or clean the auditorium and secure, as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- methods of crowd control
- literacy skills sufficient to read and interpret tickets
- numeracy skills sufficient to count tickets, seats

Required knowledge

- formats and features of tickets as appropriate to the organisation or industry sector

REQUIRED SKILLS AND KNOWLEDGE

- typical procedures for ushering patrons
- layout of the auditorium (all entrances, exits)
- seating configuration of the auditorium and various pricing categories
- performances/session/event times (start, conclusion, intermission)
- special seating facilities and services available to people with special needs
- procedures for assisting people with special needs to and from their seats
- procedures for late admissions
- safety issues and regulations particularly in relation to the ushering of patrons

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- ability to check and process tickets and seat patrons customers efficiently
- ability to identify and resolve seating problems
- provision of special assistance to those people who have special seating needs
- knowledge of typical procedures used for ushering patrons.

Context of and specific resources for assessment

The assessment context must provide for:

- the ushering of patrons within an operational venue environment, e.g. a cinema, live theatre, conference centre
- interaction with and involvement of a customer group to be seated and to whom special assistance can be provided
- provision of multiple types of assistance to ensure varying customer needs can be met.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

EVIDENCE GUIDE

	• direct observation of the candidate ushering patrons within a venue • direct observation of the candidate providing special services to those people who have special needs • role plays to assess ability to resolve seating problems • written or oral questions and tests to assess knowledge of the auditorium, seating layout and procedures, e.g. safety and security, special needs procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a venue where performances/cinema sessions/events take place • tickets/passes.

Range Statement**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.

Processing ***tickets*** may include:

- collecting whole tickets
- tearing ticket stubs and returning main portion to patron
- tearing tickets

RANGE STATEMENT	
<i>Auditorium information</i> provided to patrons may include:	• correct entrance for particular seats • exit points for the auditorium • location of seats
<i>Special restrictions or requirements</i> may include:	• exiting via an exit point • no entry or return entry to the venue once the performance has commenced • no intermission • non use of audio or camera recording equipment inside the venue
<i>Problems</i> with tickets may include:	• patron is using a concessional ticket/pass to which they are not entitled • tickets are for a past or future performance/session
<i>Seating problems</i> may include:	• broken seats • patrons have impaired vision due to height and require booster cushions • patrons moving onto seats which are of a higher price to which they are not entitled • patrons sitting in incorrect seats
<i>Providing special assistance</i> to seat those with special needs may involve:	• adjusting walking pace to that of a less mobile person to ensure their safe arrival at seat location • physical guiding of visually impaired patrons • providing extra verbal instruction to less mobile persons about presence of stairs, steps, steepness of slope, availability of handrails • pushing or guiding wheelchairs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

CUEFOH06C Manage venue services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to control venue services at a venue during performances/events. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior venue personnel such as front of house managers apply the skills and knowledge outlined in this unit. They are responsible for coordinating the set-up of venues prior to performances/events and for managing on-site customer service. Venue services management requires considerable communication, negotiation and problem solving skills. People in this role have a high degree of autonomy and would typically supervise others. This unit has strong linkages to the following units, and combined training and/or assessment may be appropriate: • CUECOR04B Deal with conflict and resolve complaints • BSBCUS501A Manage quality customer service.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare venue for patrons	1.1. Liaise with the relevant personnel and check that all required services have been arranged 1.2. Check that all aspects of the venue set-up, facilities and equipment allows for easy patron access, especially for those with disabilities, and to minimise risk of injury to patrons 1.3. Identify any deficiencies, including staff shortages, and take prompt action to rectify the situation 1.4. Provide a briefing, as required, to service personnel prior to the opening of the venue 1.5. Open the venue at scheduled opening time
2. Monitor venue services	2.1. Monitor the provision of services, identify any problems as they arise and take prompt action to resolve the situation

ELEMENT	PERFORMANCE CRITERIA
	2.2. Take responsibility for the resolution of any escalated problems or complaints 2.3. Greet VIP patrons and provide special assistance, as required 2.4. Make clear and accurate public announcements as required 2.5. Liaise with back-of-house to maximise quality of service to patrons 2.6. Debrief personnel as required and use feedback constructively to enhance quality of future service provision 2.7. Complete and distribute any documentation relating to service operation, including relevant management reports 2.8. Close and secure venue as required in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- emergency evacuation procedures
- operation of the public address system
- communication and conflict resolution techniques
- staff responsibilities and reporting mechanisms
- incident report documentation

Required knowledge

- operational aspects of service facilities which operate at the venue, e.g. box office, food and beverage outlets, cloakroom, merchandising store/stand
- in-depth knowledge of policies and procedures applicable to delivering services to venue customers, including refunds and exchanges
- opening and closing procedures for the venue

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: - ability to manage the on-site operation of venue services, including all aspects of preparing the venue, briefing and monitoring staff, and closing down the venue - knowledge of the range of problems which may arise and ability to resolve them.
Context of and specific resources for assessment	The assessment context must provide for: - practical demonstration of skills within a fully equipped operational venue, eg a cinema, live theatre, conference centre, on more than one occasion - involvement of a team of operational venue personnel involved in delivering venue services - presence of commercially realistic time pressures involved in the operation of the front-of-house at the time of a performance/session/event - commercially realistic ratios of customers to operational personnel to reflect typical workplace pressures.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: - direct observation of the candidate managing venue services - evaluation of reports prepared by the candidate on the venue service management process, including the issues and solutions associated with delivering efficient outcomes - review of documentation prepared by the candidate such as running sheets, incident reports, briefing notes - role plays to assess ability to negotiate solutions to problems - written or oral questions, tests and interview to assess

EVIDENCE GUIDE	
	knowledge of the venue and procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a venue where performances/cinema sessions/events take place • a range of operational outlets commonly operated within a venue, eg box office, merchandising store/stand • policy and procedures for front-of-house services, eg emergency evacuation, refunds, opening and closing.

Range Statement

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.	
Venue <i>services</i> may include:	• box office • front-of-house • guiding • ushering • visitor information
<i>Checking all aspects</i> of the set-up of the venue, facilities and equipment may include:	• bathroom facilities • box office operations • checking that all emergency evacuation areas are clear and that safety equipment is

RANGE STATEMENT	
	- operational - checking that auditorium is correctly configured - checking that venue is clean and tidy - cleaning and tidying venue or instructing other staff to clean and tidy venue - food and beverage outlets - merchandising stores/stands - program stands - promotional displays - the cloakroom
Venues may be:	- permanent - temporary
Staff briefing may include:	- details of event - fire drills - house policies - information about products and services available - information on VIP attendance - notification of forthcoming events - organisational policies and procedures - prior knowledge of special needs of particular patrons - special seating arrangements
Assisting with the workflow of service personnel may involve:	- selling programs and other merchandise - ushering patrons - working food and beverage outlets
Documentation relating to the front-of-house operation may include:	- incident reports - merchandise sales reports - staff timesheets - ticket sales reports

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

CUEFOH07B Process financial transactions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to process simple cash and non-cash financial transactions in a range of theatre, cinema and event venue contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	These fundamental skills are essential for many people in frontline customer service roles, but are particularly relevant to box office personnel employed at theatre, cinema and event venues. This unit has strong linkages to the following units, and combined assessment and/or training is recommended: • WRRS1B Sell products and services • CUEFOH08B Process incoming customer orders.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Process payments and receipts	1.1.Receive and accurately check cash float using correct documentation where appropriate 1.2.Make up float to meet estimated selling requirements and maintain to ensure adequate cash change is available to customers 1.3.Check cash <i>payments</i> received, give correct change and record sale as required 1.4.Process and record non-cash transactions in accordance with organisational and financial institution procedures 1.5.Prepare and issue accurate receipts, including all relevant tax details when required 1.6.Use appropriate point of sale software, as required, to conduct transactions 1.7.Conduct all transactions to meet organisational

ELEMENT	PERFORMANCE CRITERIA
	standards for speed and customer service
2. Reconcile takings	2.1. Balance all takings at the designated times in accordance with organisational policy 2.2. Determine point of sale reading or print out, where appropriate or manually calculate sales 2.3. Separate cash float from takings prior to balancing and secure both in accordance with organisational procedures. 2.4. Count and calculate cash and non-cash payments accurately 2.5. Balance the takings against the point of sale equipment readout or manually calculate sales and determine any discrepancies 2.6. Investigate or report any discrepancies in the reconciliation, according to individual level of responsibility 2.7. Record takings in accordance with organisational procedures 2.8. Transport and present payments and float to relevant personnel in accordance with organisational security procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- basic numeracy skills sufficient to process transactions and reconcile takings
- procedures for processing different types of transactions

Required knowledge

- principles of the reconciliation/balancing process
- the role and importance of the reconciliation/balancing process in the broader financial management context of the organisation
- security procedures for handling cash and non-cash transactions documents
- broad knowledge of GST and how it affects financial transactions and documents issued to customers

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • ability to conduct accurate and secure financial transactions • ability to accurately balance transactions within acceptable organisational timeframes • knowledge of security procedures for handling cash and financial documents.
Context of and specific resources for assessment	The assessment context must provide for: • processing transactions on multiple occasions to ensure that skills can be consistently demonstrated • processing a variety of types of transactions, both cash and non-cash to ensure that skills cover all types and encompass the use of a range of financial equipment and documentation • processing transactions within typical workplace time constraints e.g.: serving a queue of customers waiting to pay for tickets.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate processing financial transactions and balancing takings • review of reconciliation documentation prepared by the candidate • written or oral questions and tests to assess knowledge of cash and non-cash transactions • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace

EVIDENCE GUIDE	
	demands 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	Assessment of this unit requires access to: • legal tender • current industry and financial institution equipment used to process non-cash financial transactions, eg: credit card machines, cash registers/tills.

Range Statement

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.	
<i>Payments</i> may be received by:	• cash • cheques • credit card • EFTPOS • foreign currency • money orders • prepaid vouchers • promotional vouchers • travellers cheques • vouchers
<i>Payments</i> may be received for:	• advanced ticket bookings • merchandise • programmes • tickets for the current performance/session/event • vouchers
<i>Organisational procedures</i> may	• billing • cancellations

RANGE STATEMENT	
relate to:	• credit • exchanges/amendments • refunds
Reconciliation may use:	• computerised point of sale terminals • electronic cash registers providing a print out of sales transactions • manual calculations
Relevant personnel may include:	• cashier • front-of-house manager • supervisor
Security procedures may relate to:	• handling customer claims of short change • hold up procedures • maintaining low levels of cash at point of sale • procedures for transporting cash from point of sale to cashier • process for storing cash and other financial documents • process for taking cash from customers • rules for when, where and how cash can be counted

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

Co-requisite units		

CUEFOH08B Process incoming customer orders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to receive and process sales generated from a remote location. It therefore does not cover selling or product advice skills which are found in the units: • WRRS1B Sell products and services • WRRS2B Advise on products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to many people involved in processing sales of promotional merchandise, but is particularly relevant to box office personnel employed at theatre, cinema and event venues. In addition to on-site sales, box office employees are also responsible for processing remote sales received by fax, mail, internet/email, ticket or merchandise order. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • WRRS1B Sell products and services • WRRS2B Advise on products and services • CUEFOH07B Process financial transactions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Action incoming orders	1.1. Accurately interpret all details of the <i>order</i> to determine products and services required 1.2. Organise orders according to urgency and deal with urgent orders in a timely manner to meet deadlines 1.3. Check availability of all products and services, selecting those which match the <i>customer's</i> first or alternative requests 1.4. Contact the customer if no supply can be made and request or suggest appropriate alternatives 1.5. Accurately calculate the total cost of all goods and

ELEMENT	PERFORMANCE CRITERIA
	services provided to the customer 1.6. Process and record financial transactions in accordance with organisational and financial institution procedures 1.7. Seek advice and assistance from colleagues as required
2. Record details of the order and despatch	2.1. Correctly interpret existing records or create accurate new records of the customer's order 2.2. Accurately record all sale details against the customer's order in a manner which ensures correct interpretation by others who may access the record of order 2.3. Where required select the goods to be provided to the customer and ensure they are appropriately packaged 2.4. Correctly prepare and issue documents and other materials to be despatched with the goods 2.5. Despatch goods and/or documents using the most appropriate method and according to organisational procedures 2.6. Record all despatch details accurately in a manner which will allow for future tracking

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- basic numeracy skills sufficient to calculate payments and complete order documentation
- literacy skills sufficient to interpret and complete order documentation
- procedures and systems for determining availability of products

Required knowledge

- products and service knowledge relevant to the organisation/industry sector
- processing and documentation procedures for remote sales
- knowledge of consumer regulations which relate to remote sale of goods

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • ability to accurately process incoming orders within acceptable organisational timeframes • ability to match the allocated products to customer needs • knowledge of products, prices and stock availability systems.
Context of and specific resources for assessment	The assessment context must provide for: • processing incoming orders on multiple occasions to ensure that skills can be consistently demonstrated • processing transactions within typical workplace time constraints, e.g. despatching orders within customer nominated deadlines.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • review of order and despatch documentation prepared by the candidate • written or oral questions to assess knowledge of products and prices and consumer regulations • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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).

EVIDENCE GUIDE**Guidance information for assessment**

Assessment of this unit requires access to:

- typical industry order forms
- typical industry dispatch documentation
- product information and pricing details.

Range Statement**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.

Orders may be for:

- passes
- promotional merchandise
- tickets
- vouchers

Incoming **customer** orders may be received by:

- email
- fax
- Internet
- mail

Documents and other materials to be despatched with the goods may include:

- credit card receipt
- credit note
- promotional brochures or fliers
- tax invoice/receipt

Despatch may be:

- direct to the customer
- to the venue box office for customer collection at time of performance/session/event
- via courier
- via mail

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

CUEFOH09B Provide venue information and assistance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide patrons with information on venue facilities at the time of a performance, event or cinema session and to assist patrons to access all services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	While this unit applies mainly to frontline customer service staff such as ushers, food and beverage outlet and box office personnel, it can apply to any person working in theatres, event venues and cinemas who come into contact with customers. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUEFOH04C Usher patrons • CUEFOH10B Monitor entry to a venue.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Access and update venue information	1.1. Access and keep up-to-date with information on facilities available at the venue in accordance with organisational systems 1.2. Incorporate information into day-to-day contact with the customer to support quality of service standards within the venue 1.3. Share information with colleagues to support efficiency of service
2. Greet patrons	2.1. Greet patrons courteously and according to organisational procedures 2.2. Provide special recognition to any regular patrons
3. Provide information and assistance to	3.1. Proactively identify information and assistance needs of different patrons, including those with special

ELEMENT	PERFORMANCE CRITERIA
patrons	needs 3.2. Respond to requests for information and assistance politely and provide accurate, clear and concise information 3.3. Provide special assistance to patrons with special needs with care and consideration and in accordance with enterprise procedures 3.4. Relay requests for further information or assistance to other relevant personnel, as required 3.5. Clearly and politely communicate any changes to the scheduled performance/session/event and address patrons' concerns, as required 3.6. Promote products and services available within the venue to patrons using appropriate customer service skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret venue information

Required knowledge

- sources of information on venues and facilities
- information systems used by venues
- layout of the venue and location of all facilities
- product knowledge of venue performances/sessions/event times
- understanding of the type and style of performances/sessions/events in current progress
- broad knowledge of future events at the venue where appropriate
- special facilities and services available to people with special needs
- procedures for dealing with people with special needs
- customer service standards for greeting patrons
- venue safety and security issues, procedures and regulations as they affect the provision of venue information

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • ability to access appropriate information on venue facilities, and all operational aspects of the performance/session/event, eg start/finish times • ability to provide accurate information and advice on facilities which matches customer needs and requests • provision of special assistance to those people who have special needs.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills within an operational venue environment, eg a cinema, live theatre, conference centre • interaction with and involvement of a customer group to whom information and assistance can be provided • demonstration of information provision for wide variety of venue facilities and services to meet varying customer needs.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate providing information and assistance to customers within a venue • direct observation of the candidate providing services to those with special needs • case studies to assess ability to match information to customer needs/requests • review of information manuals or notes kept by the candidate • written or oral questions and tests to assess knowledge of information sources and actual knowledge of venue facilities and services • review of portfolios of evidence and third party

EVIDENCE GUIDE	
	workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a venue where performances/cinema sessions/events take place • typical industry information storage systems for venue and performance/session/event information.

Range Statement

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.	
Information could be accessed and kept up-to-date in a number of ways, including:	• discussions with colleagues • internal newsletters • leaflets and brochures • staff noticeboards • team meetings
Customers with special needs may require:	• hearing assistance • immobility access • special car parking • special seating • translation assistance • wheelchair access
Customers with special needs may include:	• aged people • first-time patrons

RANGE STATEMENT	
	• groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children • VIPs
<i>Requests for information</i> may cover:	• availability and cost of programmes • changes to schedules/venues/programs • cloakroom arrangements • correct entrance to auditorium • details of current and future performances/sessions/events • details of future performances/sessions/events • directions both within and outside the venue • exit point for the venue • facilities for those with special needs • general facilities at the venue • intermission time • location and access to car parking facilities • location food and beverage outlets • location of bathrooms • location of merchandising stand/store • lost property arrangements • opening hours • performance/session/event start/finish times • pricing of tickets, programs and promotional merchandise • seating arrangements • special-access requirements, e.g. wheelchair access
<i>Relevant personnel</i> may include:	• box office • food/beverage counter staff • front-of-house manager • management • police • reception • security personnel

RANGE STATEMENT

	• supervisor • ushers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

CUEFOH10B Monitor entry to a venue

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to monitor entry to a venue and to monitor and report on crowd movements. It does not cover specialist security activities performed by licensed security staff. Units covering security skills are found within the Asset Maintenance Training Package (PRM04). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Operative or managerial front-of-house personnel typically undertake the duties outlined in this unit. They could be working in any live entertainment venue or in cinema complexes. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUSOHS301A Follow occupational health and safety procedures • CUECOR04B Deal with conflict and resolve complaints • CUEFOH09B Provide venue information and assistance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and maintain access to the venue	1.1. Check all <i>items associated with access</i> to the venue before arrival of customers to ensure functionality 1.2. Control <i>access</i> to the <i>venue</i> according to organisational procedures, complying at all times with specific safety and security regulations 1.3. Check areas regularly for safety and comfort of customers. 1.4. When monitoring <i>restricted access areas</i>, check identification and allow only authorised personnel to enter restricted areas

ELEMENT	PERFORMANCE CRITERIA
	1.5.Restrict access to the auditorium until clearance is obtained
2. Monitor crowds	2.1.Identify the maximum number of customers the area can accommodate 2.2.Ensure that queues are controlled firmly and courteously 2.3.Monitor the crowd size and ensure that the maximum number is not exceeded 2.4.Request that customers surrender <i>restricted items</i> and confiscate, if necessary, according to organisational procedures 2.5.Identify problems promptly and take action to rectify or refer to <i>relevant personnel</i> 2.6.Monitor crowd behaviour and promptly report any problems to the appropriate personnel or security personnel 2.7.Communicate with colleagues and customers in a courteous manner at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective communication techniques for dealing with customers and crowds
- numeracy skills sufficient to make counts and estimate crowd numbers

Required knowledge

- venue security and monitoring procedures
- restricted items and associated policies
- health and safety issues and regulations
- protocols for contacting emergency or security services and relevant contacts
- layout of venue, including fire and safety exits, entrance doors/gates
- various formats for identification worn by those associated with the performance/session/event

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • knowledge of procedures for monitoring entry areas • ability to effectively communicate with the crowds and quickly resolve any conflict as it arises.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills within a fully equipped operational venue, eg a cinema, live theatre, conference centre • monitoring a crowd for a commercially realistic period of time to allow for a variety of crowd circumstances to arise • commercially realistic ratios of customers to candidate to reflect typical workplace and crowd conditions.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • direct observation of the candidate monitoring crowds at a venue • role plays to assess ability to negotiate the surrender or confiscation of restricted items • written or oral questions and tests to assess knowledge of the venue and procedures, e.g. safety and security, confiscation of items • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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

EVIDENCE GUIDE	
	interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: a venue where performances/cinema sessions/events take place.

Range Statement

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.	
<i>Items associated with access</i> to the venue may include:	- barriers - exit and entry locations - fences, gates - signage
<i>Access</i> points may include:	- fire exits - public entrance - stage door
<i>Venue</i> areas to be monitored may include:	- entry areas for the auditorium within the venue - foyer areas - street entrance and footpaths outside the venue
<i>Restricted access areas</i> may include:	- backstage - operating point for technical equipment, e.g. sound mixing desk - the performance area
<i>Restricted items</i> to be surrendered or confiscated may include:	- cameras - dangerous or illegal items, eg drugs, weapons, other items that are potential weapons - drinks - food - recording devices, e.g. DVD/video recorders - telecommunication equipment, eg mobile phones, pagers - umbrellas

RANGE STATEMENT***Relevant personnel*** may include:

- crowd control staff
- front-of-house manager
- medical personnel
- other security staff
- police
- venue management

Unit Sector(s)**Unit sector****Competency field****Competency field**

Media and entertainment production - front of house

Co-requisite units**Co-requisite units**

CUEFSH01B Identify and manage safety and health requirements at an outdoor fireworks display

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit outlines the skills and knowledge required to integrate defined legislative requirements relating to an outdoor fireworks display in order to ensure the safety and health of workers and other persons. All elements must be undertaken in accordance with the provisions of relevant State/Territory legislation and licensing requirements. Achievement of this unit does not automatically qualify a person to obtain a licence to operate in any Australian State or Territory. Those developing training to support this unit, and those seeking to assess competency in this unit, must undertake consultation with the relevant State/Territory licensing authority, and work within the requirements and guidelines set down by those authorities. This unit is closely based on work completed by the Queensland Department of Natural Resources and Mines

Application of the Unit

Application of the unit	Production managers or personnel with senior supervisory roles apply the skills and knowledge outlined in this unit. They are responsible for identifying mandatory requirements and hazards, managing risk and emergency procedures, and communicating safety and health requirements to all persons involved in outdoor fireworks

	displays. Required systems of work are to be established by those contracting for a display and these systems are to be implemented by those operating a display under limited supervision within organisational guidelines. This unit has linkages to other firework safety and health units, and combined assessment and/or training may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify requirements to operate an outdoor fireworks display within the regulatory requirements	1.1. Obtain and establish the requirements for various fireworks licences and associated responsibilities 1.2. Correctly interpret the provisions of relevant legislative instruments and administering authority requirements 1.3. Develop the requirements for interaction with all other groups of persons in accordance with regulatory requirements
2. Implement and monitor risk control procedures	2.1. Establish the control measures to minimise risks of hazardous events with fireworks based on the hierarchy of control measures 2.2. Identify and implement the scope of the required safety management system 2.3. Integrate and implement emergency procedures as required 2.4. Establish the required quality system 2.5. Critically examine previous incidents with fireworks in view of current legislation and industry best practice
3. Identify and manage emergencies and malfunctions	3.1. Identify the types of emergencies that may occur and their statutory notification requirements 3.2. Evaluate techniques for recognising malfunctions of fireworks 3.3. Identify and implement the actions required for in managing emergencies as required 3.4. Apply appropriate emergency procedures to incident scenarios
4. Provide training	4.1. Correctly identify persons must be trained 4.2. Establish overall training needs (including health and safety) for work groups 4.3. Provide training to meet identified needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- understand workplace procedures and work instructions for compliance with licensing provisions
- identification of hazards and assess risks at the display
- continuously monitor the environment, and evaluate the effectiveness of risk control measures
- apply additional risk control measures relevant to the situation
- provide support to colleagues using training and mentoring skills

Required knowledge

- relevant legislation that affects business operation, especially in regard to fireworks safety and health
- insurance requirements, including public liability and workers compensation
- knowledge of hazards and associated risks which exist with fireworks and their control
- knowledge of statutory requirements relating to licensing, hazard management, emergency procedures including incident management
- understanding the relevance of fireworks legislation in relation to organisational management, systems and procedures
- knowledge of characteristics and composition of the workgroup and other persons associated with a display

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- ability to recognise and report hazards to designated personnel
- apply procedures for assessing and controlling risks to safety and associated with those hazards in accordance with the hierarchy of control measures
- provision of specific, clear and accurate information

EVIDENCE GUIDE	
	and advice on workplace hazards to work group • provision of appropriate supervision of workgroup • effective communication about hazards and risks in the workplace to all relevant persons • compliance with a range of legislation and procedural requirements within the licensing provisions.
Context of and specific resources for assessment	Significant health and safety issues impact on the delivery and assessment of skills in pyrotechnics. Assessment of these skills must therefore be undertaken in consultation with State/Territory licensing authorities. Assessors must be aware of and consult with authorities on matters regarding safety of personnel, safety of crowds and spectators, storage and transportation of pyrotechnic materials and weather conditions. Assessors may need to meet additional requirements if any are stipulated by State/Territory regulations. The assessment context must provide for: • practical demonstration of skills in a range of situations • specific assessment requirements as identified by local licensing authorities.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • assessment in a training or workplace setting that provides for the conditions of performance described in the elements, performance criteria and range statement • written and oral questioning • active participation in group activities.
Guidance information for assessment	Assessment of this unit requires access to: • relevant legislative, administrative, specific technical material and prescribed forms and documents • relevant typical work procedures, safety management systems, emergency plans, quality systems and case study scenarios • a suitable work area to conduct risk control or desktop emergency exercise • personal record keeping book.

Range Statement

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.	
Provisions of <i>legislative instruments</i> and administering authority requirements may relate to:	• adoption of a quality system • adoption of a safety management system • adoption of emergency planning requirements • compliance with licensing and/or event provisions • consultations with other relevant administering authorities and event stakeholders • implementation of a licensing system • implementing risk management planning and procedures • insurance requirements, including public liability and workers compensation • requirements of other relevant administering authorities • specific requirements detailed by the administering authority • systematic safety and health training including study of previous incidents • understanding general requirements of contemporary safety and health legislation in relation to information, instruction, supervision and training
<i>Other groups of persons</i> with whom operators and contractors may relate in relation to planning, operational procedures, training, information provision and consultation may include:	• designers of plant and equipment • the artistic director • the fireworks event organizer • the fireworks operator/contractor • the fireworks operator's assistant • the general public including owners of land being used and neighbours • the importer/exporter • the seller

RANGE STATEMENT	
	• the storer • the transporter of fireworks • the viewing public
Hazardous events may include:	• changes to environmental conditions • equipment failure • loss of crowd control • malfunctioning fireworks • operator misjudgement or error
Procedures for controlling risks may include:	• availability of first-aid and fire-fighting resources • compliance with ergonomic and environmental requirements • consultations with other relevant persons • correct selection, use and maintenance of personal protective equipment • emergency procedures • hazard and risk identification and reporting • identification of emergencies that may occur • identification of other agencies to assist with emergencies • identification of the types of risks that may exist • incident investigation • own role and responsibilities • risk assessment and control measures • safe operating procedures • safety inspections and auditing
Applicable legislation , codes, national standards and other relevant documentation in the public arena may include:	• Australian Standard AS 4360 - Risk Management and other legislation relating to the storage of dangerous goods, DG Acts and Regs, fire safety, land use, public disturbance, aviation safety, aquatic events and control of port areas. • current licensing requirements • industry best practice • relevant Commonwealth/State/Territory legislation with regard to fireworks
Training , information provision and consultation may include:	• participation in industry liaison with industry groups • prescribed and informal training for other work team members

RANGE STATEMENT	
	provision of information to other persons involved with planning and operation of a display

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - pyrotechnics

Co-requisite units

Co-requisite units		

CUEFSH02B Operate an outdoor fireworks display

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit outlines the skills and knowledge required to understand the operation of fireworks, handling procedures, the setting-up and operation of an outdoor fireworks display, and post-display requirements in order to ensure the safety and health of workers and other persons. All elements must be undertaken in accordance with the provisions of relevant State/Territory legislation and licensing requirements. Achievement of this unit does not automatically qualify a person to obtain a licence to operate in any Australian State or Territory. Those developing training to support this unit, and those seeking to assess competency in this unit, must undertake consultation with the relevant State/Territory licensing authority, and work within the requirements and guidelines set down by those authorities. This unit is closely based on work completed by the Queensland Department of Natural Resources and Mines.

Application of the Unit

Application of the unit	Senior or experience production personnel apply the skills and knowledge outlined in this unit. They are responsible for identifying mandatory requirements and the hazards associated with a display, managing risk and emergency

	procedures as the leader of a work team, and communicating procedures and requirements to all persons involved in outdoor fireworks displays. This includes implementing the required systems of work established by a person contracting for a display under limited supervision and within legislative and organisational guidelines. This unit has linkages to other firework safety and health units, and combined assessment and/or training may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify firing techniques for fireworks	1.1. Correctly identify the properties of fireworks , their function and use in a display 1.2. Recognise the appropriate mechanisms for initiation of fireworks at a display 1.3. Establish appropriate manual firing techniques for fireworks 1.4. Establish appropriate electric firing techniques for fireworks
2. Prepare for and implement, handling of fireworks	2.1. Correctly identify fireworks from physical features and markings 2.2. Identify and correctly follow procedures for purchasing fireworks in accordance with State/Territory regulatory requirements 2.3. Take account of the dangers and safety issues associated with the pre-preparation of fireworks off-site 2.4. Identify and follow correct procedures for the transport of fireworks in accordance with State/Territory regulatory requirements 2.5. Identify and follow correct procedures for the storage of fireworks in accordance with State/Territory regulatory requirements
3. Set up a fireworks display	3.1. Implement methods to determine the integrity of fireworks and their suitability for a site 3.2. Establish and maintain delineation and control measures for a site 3.3. Implement statutory and risk managed site safety measures 3.4. Set up, or supervise the set up of equipment in accordance with identified procedures 3.5. Monitor environmental factors to ensure safety
4. Operate fireworks at a display	4.1. Instigate immediate pre-display activities in relation to safety and health in accordance with State/Territory regulatory requirements 4.2. Initiate fireworks by various methods using safe techniques 4.3. Maintain control of the display through use of appropriate monitoring and supervision of others as required 4.4. Take appropriate action where problems are

ELEMENT	PERFORMANCE CRITERIA
	identified
5. Conduct post display activities	5.1. Clean up and return the display site to owner in original condition 5.2. Accurately complete required records

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ability to identify and implement key aspects of planning documentation
- ability to apply organisational and legislative procedures and work instructions to a particular display
- capacity to use and maintain specific equipment
- supervise team members in all relevant activities
- continuously monitor the work environment, and evaluate the effectiveness of existing risk control measures
- apply additional risk control measures relevant to the situation
- provide support to colleagues using training and mentoring skills

Required knowledge

- relevant technical issues with fireworks and associated equipment that potentially affects their safe use
- knowledge of potential risk factors in the operation of a display including crowd and people behaviour, site specific factors (location, proximity to other hazards and sensitive sites), equipment and fireworks risks, environmental factors
- statutory requirements and current industry best practice

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to identify faulty and non-permitted assured fireworks • a capacity to select and use fuses and to manually initiate fireworks in a safe manner • a capacity to select and use (test and ignite fireworks) with electric initiation equipment • a capacity to select and use other display equipment including securing devices and mortar tubes • application of procedures for all aspects of establishing a fireworks display including managing the site, the crowd, other persons, control of unwanted ignitions, environmental changes and lead a work team • operation of a display in a safe manner by continuously assessing risks and implementing additional control measures when required • completion of all post-display activities including returning site to owner, dealing with emergencies and malfunctions, completing record books and statutory notification where required.
Context of and specific resources for assessment	Significant health and safety issues impact on the delivery and assessment of skills in pyrotechnics. Assessment of these skills must therefore be undertaken in consultation with State/Territory licensing authorities. Assessors must be aware of and consult with authorities on matters regarding safety of personnel, safety of crowds and spectators, storage and transportation of pyrotechnic materials and weather conditions. Assessors may need to meet additional requirements if any are stipulated by State/Territory regulations. The assessment context must provide for: • practical demonstration of skills, including equipment-based skills in a range of situations • specific assessment requirements as identified by local licensing authorities.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential

EVIDENCE GUIDE	
	underpinning knowledge, and might include: • assessment in a training or workplace setting that provides for the conditions of performance described in the elements, performance criteria and range statement • written and oral questioning • active participation in group activities.
Guidance information for assessment	Assessment of this unit requires access to: • display planning documentation • a selection of fireworks and equipment (display site hardware) including examples of faulty, misfired, damaged fireworks and equipment and/or simulated/representations of these • a selection of electrical firing equipment • typical work procedures for a specific display (as would be presented by a contractor) • a suitable non-display site location (workshop etc) for practical demonstration and use of equipment including electrical firing equipment • a suitable display site • relevant display approvals from the administering authority • relevant legislative, administrative, specific technical material and prescribed forms and documents • actual or simulated malfunctions that cause abnormal clean up activities • personal record keeping book.

Range Statement

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.	
Use and operation of <i>fireworks</i>	• environmental effects and relevant control measures

RANGE STATEMENT

must include consideration of:

- industry best practice
- physical and chemical properties of fireworks including:
 - composition
 - deflagration
 - detonation
 - reduction/oxidation reactions
 - the initiation 'fire triangle'
- the features and operations of different types of fireworks, their operations and classes (ground and aerial) and prohibited fireworks
- terminology including:
 - activation energy and rates of reaction
 - coloured smoke
 - fusing
 - glitter
 - ignition
 - noise compositions
 - priming
 - propagation
 - spark
 - strobe
- types of fireworks identified including:
 - aerial shells of varying sizes
 - barrages
 - boxes and cakes
 - comets
 - fountains
 - gerbs
 - lances and set pieces
 - mines
 - roman candles
 - smoke generators
 - waterfalls
 - wheels

Appropriate firing ***mechanisms***
and equipment must include
consideration of:

- additional safety requirements, equipment and control measures to prevent inadvertent ignition of fireworks unique to manual firing
- electric matches, their hazards, attachment

RANGE STATEMENT	
	methods, safety procedures for use • electrical equipment (permitted and non-permitted), safety features, requirements and methods available to initiate fireworks electrically • electrical terminology, Ohm's Law and its application, induced current, equipment and conditions that induce current and associated risks • permitted and non-permitted techniques, specific requirements and equipment used for manual firing • safety controls, features, requirements, approvals, circuits, connections of electric firing equipment and the use of safety distances • safety issues with fuses including cutting • the safety advantages of electrical firing over manual methods • types of pyrotechnic fuses and initiation devices/methods including: • black match • chain fusing • igniter cords • quick match • sticky match • visco • use of electrical equipment, circuit preparation and testing and establishing the no fire current levels, fault finding and remedying
<i>Dangers and safety issues associated with pre-preparation of fireworks</i> off-site may relate to:	• adapting transport requirements • chain fusing • interaction with other materials • pre-matching
<i>Procedures for handling, purchasing, storing and transporting fireworks</i> must include consideration of:	• identification by UN number and marking, documentation, packaging and associated terminology as per the Australian Explosives Code • licensing, and procedural requirements in relation to sale, purchase, transport and storage • licensing, limitations and procedural requirements in relation to vehicles and equipment used for:

RANGE STATEMENT	
	• storage • transport • physical features • prohibited activities at storage areas
Safety matters to be addressed while setting up and operating a display include:	• continuous assessment of hazards including: • crowd movement • intrusion • lightning • rain • storms • wind • other environmental changes • continuous assessment of parameters that require cessation of display • crowd control methods and techniques • design, securing, loading, use, non-permitted activities and limitations of mortars and their construction materials • establish of work team communication methods during display • immediate pre-commencement check procedures • implementation of control measures in relation to identified hazards above • implementation of personal protective equipment use • inspection and assessment of fireworks • limitations of personnel entry and activities on site while setting up, during and in post display periods • methods to cease unscheduled cessation of display • organisation of first-aid and firefighting resources • periods before, after and during the display when operator is responsible for site activities • permitted techniques for chain fusing • prevention of inadvertent uncontrolled ignition of fireworks
Post display activities include:	• assessment of risks on unexploded or malfunctioned fireworks and procedures

RANGE STATEMENT

	implemented to eliminate and/or reduce risk • documenting log book with details of fireworks used, site conditions and effectiveness of control measures • log book documented with any emergencies or malfunctions • site clean up and return to owner • statutory notifications completed

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - pyrotechnics

Co-requisite units

Co-requisite units		

CUEFSH03B Plan an outdoor fireworks display

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit outlines the skills and knowledge required by a person who contracts to perform an outdoor fireworks display. It requires the ability to identify mandatory requirements and hazards associated with a display, establish procedures to manage risk and emergencies, ensure the operation of a work team, and negotiate with and communicate procedures and requirements to all persons involved. All elements must be undertaken in accordance with the provisions of relevant State/Territory legislation and licensing requirements. Achievement of this unit does not automatically qualify a person to obtain a licence to operate in any Australian State or Territory. Those developing training to support this unit, and those seeking to assess competency in this unit, must undertake consultation with the relevant State/Territory licensing authority, and work within the requirements and guidelines set down by those authorities. This unit is closely based on work completed by the Queensland Department of Natural Resources and Mines.

Application of the Unit

Application of the unit	Individuals in middle or senior management positions

	apply the skills and knowledge outlined in this unit. When contracting to stage an outdoor fireworks display, they must be able to demonstrate their ability to establish safe systems and procedures for the operation of displays. On the implementation side, they are responsible for the purchase, transport and storage of fireworks, for planning and designing displays from a client's brief, and ensuring the safety and health of workers and other persons involved in the display. During the display they are responsible for directing the activities of the display operator within legislative and organisational guidelines where direct supervision may be limited. This unit has linkages to other firework safety and health units, and combined assessment and/or training may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

unit of competency.	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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare organisational and procedural documentation to manage an outdoor fireworks display	1.1. Develop an organisational policy for safety and health requirements in accordance with State/Territory regulatory requirements 1.2. Develop a safety management system in accordance with State/Territory regulatory requirements 1.3. Conduct emergency planning and develop emergency procedures in accordance with State/Territory regulatory requirements 1.4. Implement a quality management system in accordance with State/Territory regulatory requirements
2. Establish procedures for handling of fireworks	2.1. Implement and develop procedures in relation to purchasing in accordance with State/Territory regulatory requirements 2.2. Develop procedures in relation to storage in accordance with State/Territory regulatory requirements 2.3. Develop procedures in relation to transport of fireworks in accordance with State/Territory regulatory requirements 2.4. Develop procedures in relation to use of fireworks at a display in accordance with State/Territory regulatory requirements
3. Convert a client's needs to a contractual brief for an outdoor fireworks display	3.1. Determine key objectives of a client's proposed event and confirm in relation to workplace risks, organisational and legislative constraints and requirements 3.2. Develop details of a proposal including design, budget, workplace risks and legal issues 3.3. Present the proposal to the client for negotiation 3.4. Complete the proposal as a contractual brief
4. Plan a fireworks display in relation to	4.1. Assess and choose an appropriate display site 4.2. Select fireworks for suitability at the site and in

ELEMENT	PERFORMANCE CRITERIA
a given brief	accordance with the client's brief 4.3. Make relevant statutory notifications in accordance with State/Territory regulatory requirements 4.4. Prepare planning documentation in accordance with State/Territory regulatory requirements 4.5. Organise insurance in accordance with State/Territory regulatory requirements
5. Implement safety policy and procedures	5.1. Implement organisational policy, safety and quality management and emergency procedures 5.2. Ascertain organisational training need in relation to developed organisational policy and procedures, including procedures for handling fireworks 5.3. Develop and implement organisational training

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ability to design and implement organisational policy and procedures within the legislative framework
- negotiate the design and realisation of a display within a client's brief
- supervise team members in all relevant activities
- continuously monitor the work environment, and evaluate the effectiveness of existing procedures and controls
- apply additional risk control measures relevant to the situation
- provide support to colleagues using training and mentoring skills

Required knowledge

- risk and systems management to at least the standards required in relevant State / Territory codes of practice
- legislative requirements in relation to purchase, transport, storage and handling of fireworks including relevant licensing provisions
- insurance requirements, including public liability and workers compensation
- legislative requirements in relation to planning, designing and obtaining approval for conducting a fireworks display
- relevant fireworks product knowledge
- other statutory requirements and current industry best practice

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- ability to identify non-quality assured fireworks
- capacity to develop organisational policy, a safety management system including operational and emergency procedures, and implement a quality system
- ability to implement organisational procedures for purchase, transport, storage and handling of fireworks
- negotiation of relevant aspects of a fireworks display with a client
- design and plan of a complete display incorporating organisational policy and procedures.

Context of and specific resources for assessment

Significant health and safety issues impact on the delivery and assessment of skills in pyrotechnics. Assessment of these skills must therefore be undertaken in consultation with State/Territory licensing authorities. Assessors must be aware of and consult with authorities on matters regarding safety of personnel, safety of crowds and spectators, storage and transportation of pyrotechnic materials and weather conditions. Assessors may need to meet additional requirements if any are stipulated by State/Territory regulations.

The assessment context must provide for:

- practical demonstration of skills in a range of situations
- specific assessment requirements as identified by local licensing authorities
- development of organisational policy, plans and procedures to the extent that an organisation's

EVIDENCE GUIDE	
	commercial confidentiality is not compromised • a completed display plan to a given set of client's needs.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • assessment in a training or workplace setting that provides for the conditions of performance described in the elements, performance criteria and range statement • assessment in designing a fireworks display taking into account the range statement affecting performance • examination of folio • written and oral questioning • active participation in group activities.
Guidance information for assessment	Assessment of this unit requires access to: • relevant legislative, administrative, specific technical material and prescribed forms and documents • a set of client's needs to develop a display brief • a typical client brief for planning a display.

Range Statement

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.	
Development of <i>organisational</i> systems and operational procedures for fireworks must include consideration of:	• emergency planning and procedures development as described in relevant State/Territory codes of practice • implementation (to be included in the display plan) to include resources, responsibility and accountability, training and competency, consultation, communication and reporting, documentation, document and data control and

RANGE STATEMENT	
	hazard identification, risk assessment and control of risks (see AS4801) • planning to include planning the identification of hazards, risk assessment and control, legal and other requirements, objectives and targets and OHS management plans (see AS4801) • procedures development as described in relevant State / Territory codes of practice • quality systems development as described in relevant State/Territory codes of practice • systems development as described in relevant State/Territory codes of practice • systems to address policy, planning, implementation, measurement and evaluation and management review
Safety matters to be addressed while planning a display include:	• availability of temporary storage facilities • control of risks to workers and other persons • determination for effects of wind • determination of clearance distances • First aid and firefighting requirements • identification of nearby hazards and sensitive sites • identifying relationships to the event organizer, the artistic director, landowner and neighbours • implementation of environmental guidelines • insurance requirements, including public liability and workers compensation • licensing, selection, limitations, training and procedural requirements in relation to operator • notification of neighbours and statutory authorities • selection of appropriate fireworks • suitability of site in relation to safety risks
Development of procedures for handling, purchasing, storing and transporting of fireworks should include consideration of:	• ensuring identification of licensing relationships in relation to sale and possession • ensuring identification of record keeping in relation to purchase and possession • identification of relationship to licensed transport operator general storage requirements, maximum limits and prohibited activities in accordance with current versions of the Explosives Act and Australian

RANGE STATEMENT	
	Explosives Code (Dangerous Goods Code) • selection of quality complainant fireworks and a quality accredited supplier • transport obligations in relation to vehicle, maximum unlicensed limits, use of day/ready box, loading/unloading and prohibited activities in accordance with current versions of the Explosives Act and Australian Explosives Code
Procedural matters to be addressed while developing a <i>proposal</i> for a client include:	• analysis of client's information • clarification of client's needs in terms of a broad scope of a design brief incorporating organisational and legal constraints • negotiation and finalisation of brief with client • preparation of display plan from contract • presentation of proposal to client

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - pyrotechnics

Co-requisite units

Co-requisite units		

CUEIND01D Source and apply entertainment industry knowledge

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to source, apply and update a general knowledge of the live entertainment industry. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in a wide range of occupations in the entertainment industry apply the skills and knowledge described in this unit. Effective performance in any role requires a basic understanding of industry structure and operations, employment obligations and the impact of new technology. It is recommended that this unit be delivered or assessed in conjunction with other operational and technical units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Source and apply information on the structure and operation of the entertainment industry	1.1. Correctly identify and access <i>sources</i> of <i>information</i> on the <i>entertainment industry</i> 1.2. Use knowledge of the entertainment industry appropriately to enhance the quality of work performance
2. Source and apply knowledge of industry employment obligations and opportunities	2.1. Obtain information to assist in <i>effective work performance</i> in the entertainment industry 2.2. Apply knowledge of industry employment obligations and opportunities appropriately within day-to-day work activities
3. Seek information on new technology	3.1. Correctly identify sources of information on <i>new technology</i> 3.2. Correctly apply information on technological advances in day-to-day work activities
4. Seek opportunities to update industry	4.1. Identify and use a range of opportunities to update knowledge of the entertainment industry and monitor

ELEMENT	PERFORMANCE CRITERIA
knowledge	current <i>issues of concern</i> to the industry. 4.2. Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research and literacy skills sufficient to analyse and interpret information from industry association promotional materials
- personal organisational skills to keep up-to-date with industry developments
- using technology to source information

Required knowledge

- different sectors of the entertainment industry and their interrelationships
- key work areas within the industry, how they interrelate, and key roles and responsibilities
- broad knowledge of key entertainment industry terminology
- issues of etiquette and ethics as they apply to key work areas within the industry
- nature, role and functions of unions and employer associations, including rights and responsibilities of employers and employees
- obligations of employers, including safe system of work and non-discrimination
- obligations of employees, including attendance, ethical behaviour, taking directions, confidentiality, work performance, safety and care, the environment and sustainable working practices
- sources of information on the entertainment industry and ways of maintaining current industry knowledge
- overview of current and emerging technologies used within the relevant entertainment industry sector

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
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	The following evidence is critical to the judgement of competence in this unit: • general knowledge of the entertainment industry as detailed in the required skills and knowledge and their application to a particular workplace context • understanding of how industry knowledge can be applied to work activities to maximise effective performance • knowledge of how to maintain currency of knowledge.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to access and apply industry information to specific contexts and work activities.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • case studies to assess application of knowledge of different industry contexts and situations • oral or written questions to assess knowledge of different aspects of the entertainment industry • review of portfolios of evidence or third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • sources of information on the entertainment industry.

Range Statement

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.

Sources may include:

- discussions with industry practitioners and colleagues
- industry associations and organisations
- industry functions
- industry journals
- Internet
- media
- personal observations and experience
- policy and procedures manuals
- reference manuals
- seminars and other professional development opportunities
- unions and other sources of industrial relations information.

Information may relate to:

- industry structure
- different sectors
- products and services available
- major industry bodies
- relationship between entertainment and other industries
- economic and social significance of the industry

The term **entertainment industry** covers all sectors involved in the production of any type of live theatre or event. This may include:

- any type of event, e.g.
 - sporting
 - cultural
 - charitable
- ballet
- concerts
- corporate theatre and communication
- drama
- festivals

Effective work performance may be enhanced by obtaining

- career opportunities
- roles, responsibilities and employment rights

RANGE STATEMENT	
information on:	of contracted workers • unions and employer bodies • professional associations • industrial relations issues
Information on <i>new technology</i> may include:	• advances in technology and equipment • likely effects of new technology on current work practices and the structure of the industry • ways of upgrading skills to allow for the use of new technology • sources of technical advice and support
<i>Issues of concern</i> to the industry may be related to:	• changing nature of the marketplace • government initiatives • industry expansion • labour issues • impact of developments or trends in other related industries, e.g. • fashion • film, TV and radio • music • retail • sport • tourism • visual arts, craft and design

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

CUEIND02B Research and evaluate theatrical references to inform industry practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to research and analyse theatrical references for application to work in the entertainment industry. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit is relevant to a wide range of industry professionals, and is particularly relevant to designers. The scope and nature of theatrical references will vary depending on the work context, and the unit is written for contextualisation to these different contexts. This unit has linkages to a wide range of other specialisation units within the Entertainment Training Package and other Training Packages in the cultural industries. Combined assessment and/or training would be appropriate with those units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Research theatrical references	1.1. Identify <i>theatrical references</i> which are appropriate to area of work 1.2. Use formal and informal research techniques appropriately to access <i>information</i> 1.3. <i>Organise research materials</i> and findings for current and future use by self and others in a manner which facilitates easy access and cross-referencing
2. Link research to industry practice	2.1. <i>Critically evaluate</i> information in the context of current industry practice and philosophy of work 2.2. Assess ways in which theatrical references may be used, adapted or challenged within work practices 2.3. Develop positions in relation to theatrical references to inform work practice 2.4. Discuss ideas and research findings with colleagues and incorporate the views of others into work

ELEMENT	PERFORMANCE CRITERIA
	practice as appropriate
3. Update and maintain knowledge of theatrical trends	3.1. Identify and use relevant <i>opportunities to update and expand knowledge</i> of theatrical trends and developments 3.2. Incorporate and integrate knowledge in work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills sufficient to analyse and interpret complex and varied references for application to work practices
- literacy skills sufficient to interpret theatrical references of a complex and varied nature

Required knowledge

- sources of theatrical references in relation to particular areas of work
- different types of references that apply to professionals involved in cultural productions
- current production trends within the relevant industry context
- evolution of theatrical and other productions as relevant to the industry context, e.g. film, performance, set design
- networks and opportunities for maintaining current industry knowledge
- copyright, moral rights and intellectual property issues and legislation and their impact on industry practice

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • application of research and analytical skills to inform specific work practice • sound knowledge of theatrical references and their application to the relevant area of work.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to apply research and analytical skills to a specific industry context.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • case studies to assess ability to analyse references for specific purposes • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • theatrical references.

Range Statement

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.

RANGE STATEMENT	
<i>Theatrical references</i> may apply to multiple aspects of production, including:	• costume design • lighting design • production technology • props design • set design
<i>Theatrical references</i> may include:	• films • historical texts • images/objects • Internet • journal articles • oral histories • other productions
<i>Information</i> may relate to a vast range of topics which may include:	• architectural styles • colour • history of theatre • light • philosophy of theatre • production genres • social history • texture
<i>Organising research materials</i> may involve the use of:	• charts/diagrams • databases • files • indices • plans
<i>Critical evaluation</i> may include:	• comparing • considering merit • contrasting • critiquing/challenging • discussion and debate • reflecting
<i>Opportunities to update and expand knowledge</i> may include:	• formal training • further research • industry networks • professional associations • seminars

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

CUEIND03B Integrate accessibility principles into work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to integrate the principles of universal access into all work practices. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in any role in any industry apply the skills and knowledge outlined in this unit, which focuses on a general knowledge of accessibility issues and the ways in which work practices may be reviewed and adjusted to ensure the needs of those with disabilities are met. This unit is written so that it may be contextualised to meet particular industry requirements. The generic nature of this unit means that combined assessment and/or training with a wide range of other units within many Training Packages is appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Source information on accessibility	1.1. Identify relevant <i>sources of information</i> on accessibility issues appropriate to the work context 1.2. Review accessibility information and extract key information to inform work practice
2. Apply principles of accessibility to work activities	2.1. Identify <i>accessibility requirements</i> of colleagues/customers and potential barriers within own area of work 2.2. Assess the ways in which accessibility requirements are met through review of current work practices 2.3. Where appropriate, consult with relevant colleagues/customers on <i>ways to enhance accessibility</i> 2.4. Adjust work practices to enhance accessibility within scope of individual responsibility

ELEMENT	PERFORMANCE CRITERIA
3. Encourage consideration of accessibility issues in the workplace	3.1. Share relevant information on accessibility issues with colleagues 3.2. Where appropriate, make recommendations to others on ways to improve accessibility within the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research and literacy skills sufficient to source and interpret information on accessibility
- problem solving skills to adjust space to provide better access for people with diverse needs

Required knowledge

- types of disabilities, prevalence of disability in Australia and associated barriers to accessibility
- accessibility issues and considerations specific to the particular work/industry context
- accessibility guidelines which may exist for the particular work context, e.g. Web Content Accessibility Guidelines
- concept of reasonable adjustment and how it may be applied in a given work/industry context
- legislation that relates to accessibility, including Disability Discrimination Act and occupational health and safety legislation

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • knowledge of accessibility issues for a particular work/industry context • ability to apply knowledge to work practices.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to apply knowledge of accessibility issues to a particular work/industry context
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • review of ideas created by the candidate to suggest ways of improving accessibility in a given work context • oral or written questioning to assess knowledge of relevant legislation, guidelines or particular user requirements • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • sources of information as relevant to the industry context.

Range Statement

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

RANGE STATEMENT

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.

Sources of information on accessibility issues may include:

- anti-discrimination legislation
- Australian standards
- disability legislation
- materials published by advocacy groups
- organisational policies and procedures

Accessibility requirements may include or relate to:

- access to information, e.g. accessible and targeted promotional materials in alternative formats
- accessible websites, multimedia and virtual displays
- changes in individual communication style or behaviour for specific disability groups
- need for reasonable adjustment in the workplace
- physical access
- working conditions

Ways to enhance accessibility may include:

- adjusting policies and procedures
- changing design and presentation methods
- communication methods for particular audiences, e.g. sign language interpreting
- making physical alterations to the workplace
- providing training on accessibility issues
- seeking partnerships or consultation with advocacy/community groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - workplace effectiveness

Co-requisite units

Co-requisite units		

CUELGT07C Record and operate lighting using advanced techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to connect lighting systems to advanced fixtures, and program the console accordingly. It builds on the units CUFLGT302A Record and operate standard lighting cues and CUFLGT402A Set up, record and operate lighting cues and effects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Experienced lighting technicians or operators in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. At this level, they are expected to be reasonably creative and innovative in experimenting with the possibilities presented by advanced features of lighting systems. They must be able to exploit the full capabilities of contemporary lighting systems in ways that are consistent with the aesthetics envisaged for productions. Even though people at this level work autonomously, they are members of a production team and need to work collaboratively with lighting designers and directors to achieve creative outcomes. They are often responsible for supervising junior lighting technicians.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit must be assessed with or after the following units which cover skills and knowledge essential to this unit: - CUFLGT302A Record and operate standard lighting cues - CUFLGT402A Set up, record and operate lighting cues and effects.	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine production	1.1. Evaluate production documentation to establish

ELEMENT	PERFORMANCE CRITERIA
requirements	creative and technical parameters 1.2. Liaise with relevant colleagues to determine scope of lighting requirement 1.3. Assess the capabilities of equipment to deliver required effects and liaise accordingly
2. Connect and format advanced fixtures to control system	2.1. Check console fixture library to ensure correct inventory exists and is operational 2.2. Connect console to advanced fixtures through appropriate control protocol and check to ensure designer's control requirements can be achieved 2.3. Use experimentation to test the capabilities of advanced fixtures 2.4. Set up softpatch required for production to ensure advanced fixtures are connected to appropriate control surfaces 2.5. Format presets for advanced fixtures in accordance with requirements of designer 2.6. Accurately maintain electronic and paper plots in accordance with changes to original setup
3. Program console to receive pre-recorded material from an external source	3.1. Assess protocol, program type and connectivity of external source material for compatibility with main console 3.2. Complete appropriate back-ups of external source material prior to transfer to main console 3.3. Make appropriate assessment of the need for any changes to source material to address venue system and correctly determine whether changes can be made on external device of main console 3.4. Correctly set up main console and external device and use appropriate techniques to transfer material 3.5. Make appropriate checks to ensure successful transfer and take action accordingly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

REQUIRED SKILLS AND KNOWLEDGE

- communication and negotiation skills particularly in relation to liaisons with designers and directors
- logical programming and sequencing for automated lighting
- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to complete simple mathematical calculations and memorise numbers for channel selection

Required knowledge

- the expressive qualities of lighting as it relates to the nature of the work, the style of the production and the qualities of the performance
- design interpretation and issues associated with maintaining design integrity in the context of lighting
- visualising the effects of lighting on the stage
- techniques for translating concepts into creative and workable solutions
- lighting control concepts used and advanced fixtures used in a wide range of lighting systems
- a wide range of lanterns and accessories, their uses and operations (optical and mechanical)
- the elements of lighting design and their impact on the lighting technician
- problem solving techniques
- colour recognition and the various colour media used in lighting
- control protocols for a range of automated lighting fixtures
- documentation and back-up systems used in conjunction with lighting control
- relevant organisational and legislative occupational health and safety requirements, including working with electricity
- basic electronics (just 'electronics' is too broad to be in this unit)

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- ability to accurately record and reproduce lighting cues to instruction in a given timeframe

EVIDENCE GUIDE	
	support for the lighting design process through creative use of the advanced fixtures by skilful and efficient operation of the console.
Context of and specific resources for assessment	The assessment context must provide for: - practical demonstration of skills to produce lighting effects for three different productions, which require experimentation with different effects - involvement of and interaction with a production and design team to reflect the collaborative nature of the process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of the lighting effects produced by the candidate - evaluation of reports produced by the candidate detailing the experimentation process to produce required effects - evaluation of a presentation by the candidate detailing processes used to produce various effects - oral or written questioning to assess technical knowledge - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - a range of lighting equipment as identified in the Range Statement, including automated lighting - a production venue.

Range Statement

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.

<i>Relevant colleagues</i> may include:	• designer • director • programmers for advanced fixtures • stage manager • other specialist staff
<i>Advanced fixtures</i> must include:	• automated lighting fixtures both motorised yoke and moving mirror • colour scrollers
<i>Advanced fixtures</i> may include:	• digitally controlled projection equipment • LED colour change equipment • robotic and automated stage equipment • WYSIWYG and computer programming rendering programs
<i>Material</i> to be read and interpreted may include:	• colour lists • cue sheets • equipment lists • focus notes • instructions for advanced fixtures • instructions for computerised lighting boards • lighting plan • manuals • patch sheets • running sheets • script
All work is carried out in accordance with:	• lighting plan and other documentation as appropriate • organisation standards • organisational and legislative occupational health and safety requirements • other resource constraints • production and/or venue requirements • production schedule • relevant Australian standards, including

RANGE STATEMENT	
	electrical standards in accordance with State/Territory regulations technical constraints

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUEMAR01C Assist with marketing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide assistance with a range of marketing activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working in administrative positions in organisations or businesses apply their skills and knowledge outlined in this unit. They require a general knowledge of marketing and promotional activities, including research, the production of promotional materials and the ways in which individuals are responsible for the promotion of an organisation and its services. This unit has linkages to a range of other units, and combined assessment and or training with those units may be appropriate, e.g.: • CUEMAR03C Undertake marketing activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Complete marketing related tasks	1.1. Source a range of relevant <i>internal and external marketing information</i> 1.2. Access information and assess for relevance and applicability 1.3. Prepare and distribute <i>promotional materials</i> in accordance with instructions and the needs of particular activities 1.4. Liaise with <i>relevant colleagues</i> in relation to <i>marketing</i> activities within the scope of individual responsibility
2. Promote the organisation	2.1. Present the organisation's identity accurately and confidently to <i>relevant individuals and organisations</i> 2.2. Make appropriate contact with external stakeholders

ELEMENT	PERFORMANCE CRITERIA
	and promote the organisation in the wider community 2.3. Maintain accurate records of contact with those external to the organisation 2.4. Identify appropriate industry events and other networking opportunities and attend as appropriate 2.5. Share knowledge obtained through networking with colleagues to enhance marketing activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- basic research skills encompassing identification of sources, questioning and active listening to elicit information, note-taking, sorting and processing information
- written and oral communication skills for conveying information clearly, concisely and coherently
- interpersonal skills particularly in relation to networking with industry colleagues
- literacy skills sufficient to interpret a broad range of marketing information and material

Required knowledge

- sources of marketing-related information appropriate to the industry sector
- general knowledge of the market for different types of products and services in the relevant industry context
- ways in which different types of businesses present and promote products and services, relevant to the industry sector
- formats and features of different types of promotional materials, and ways in which they can be produced
- networking and distribution channels relevant to the industry sector

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
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	The following evidence is critical to the judgement of competence in this unit: • general knowledge of marketing activities in the context of the relevant industry sector • research and communication skills to source and present information effectively.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through completion of marketing-related tasks for a specific industry purpose • liaison with others to reflect the interpersonal aspects of this unit.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of promotional materials on which the candidate has worked • evaluation of material researched by the candidate in response to a particular need • oral or written questioning to assess general knowledge of marketing as it applies to a specific organisation industry context • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • resources required for marketing activities.

Range Statement

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.	
<i>Internal and external marketing information</i> may relate to:	• competitors • consumer preferences • media options • product/service development
Marketing and <i>promotional material</i> may include:	• advertisements • flyers • invitations • media releases • newsletters • posters
<i>Relevant colleagues</i> may include:	• clients • head of department • other personnel within the organisation • supervisor • suppliers
<i>Marketing</i> related tasks could be very varied in nature and may include:	• document/brochure production • liaison with internal or external stakeholders • organisational tasks • research
<i>Relevant individuals/organisations</i> may include:	• clubs and societies • community groups • internal and external stakeholders • significant individuals • the press

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business development - marketing

Co-requisite units

Co-requisite units		

CUEMAR02C Undertake market research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge to conduct formal market research. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior personnel or managers would generally apply the skills and knowledge outlined in this unit. In this role, they need a sound knowledge of different research methodologies and how to apply them to meet their organisation's market research needs. This unit has linkages to a range of other marketing and planning units, and combined assessment and or training with those units may be appropriate, eg: • SITXMPR005A Develop and manage marketing strategies • SITXMPR001A Coordinate the production of brochures and marketing materials.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan market research	1.1. Identify <i>specific research</i> needs based on current business focus and the needs of the organisation 1.2. Develop objectives for the research in consultation with the <i>relevant personnel</i> 1.3. Identify <i>research methods</i> and select the most appropriate method in accordance with research objectives, organisational policies and procedures and resource constraints 1.4. Obtain approval to undertake market research from the relevant personnel as required 1.5. Document planning process in accordance with organisational procedures
2. Conduct research	2.1. Obtain data using selected research method(s). 2.2. Identify the need for, and obtain, specialist assistance

ELEMENT	PERFORMANCE CRITERIA
	where appropriate 2.3. Identify the need for, and use, appropriate technology to assist in the research process 2.4. Conduct research within agreed timeframes and in accordance with agreed method 2.5. Document research in accordance with organisational procedures 2.6. Identify the need for, and make adjustments to, the research process when required
3. Analyse research findings	3.1. Analyse data and identify and interpret key issues resulting from the research 3.2. Store data in accordance with organisational procedures 3.3. Use results to inform current activities and future planning 3.4. Present results of the research to relevant personnel with relevant recommendations and observations 3.5. File results of research in accordance with organisational policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- typical research methodologies and the ways in which they are used within the relevant industry sector
- report writing for the presentation of research data

Required knowledge

- role of research within the relevant industry sector and major research bodies
- sources of research data within the relevant industry sector
- types of technology use for research
- methods of collating and analysing quantitative and qualitative data

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • conduct of research using appropriate techniques, methodologies and reporting • knowledge of a range of research techniques and methodologies.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the conduct of research for a specific project • interaction with others to reflect the consultative aspects of the unit.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • research project and report for an organisation, event or project • case studies to assess ability to apply methodologies to different situations • oral or written questioning to assess knowledge of research methodologies and sources of data • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • current industry research data.

Range Statement

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.

Specific research needs may include:

- research on competition, e.g. measuring awareness, identifying key competitors and their strengths, identifying frequency of use of competitors' products and services, comparing consumer attitudes to an organisation's services and those of competitors
- research on consumers, e.g. identifying existing, potential or lapsed consumers, developing detailed consumer profiles, identifying changes in attitudes and behaviour patterns
- research on place, e.g. identifying attitudes towards location, identifying demand for products or services at other locations, identifying cooperative opportunities for distribution of information or services
- research on pricing, e.g. identifying attitudes towards prices, identifying costs, testing alternative pricing strategies
- research on products and services, e.g. measuring attitudes towards existing products or services, identifying potential new products or services or ones which may be at the end of their life cycle, evaluating competitors' products, evaluating consumer attitudes towards presentation and packaging
- research on promotion, e.g. testing and comparing different media options, testing alternative messages, measuring advertising and promotion effectiveness

Relevant personnel may include:

- cooperative partners
- management
- other colleagues

RANGE STATEMENT	
	• other marketing personnel
Research methods may include:	• primary market research, including telephone interviews, postal surveys, focus groups, personal interviews and omnibus surveys • secondary market research such as information already available within the organisation, e.g. sales figures, attendance figures, details on the type of tickets sold, government reports, other information sources such as conference papers, speeches, reports to regulatory or funding bodies, reports from trade or professional associations, annual reports, articles, advertisements, research projects, internet

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business development - marketing

Co-requisite units

Co-requisite units		

CUEMAR03C Undertake marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to coordinate a range of marketing and promotional activities with some limited short term planning. This unit is equivalent to the unit 'SITXMPR004A Co-ordinate marketing activities' in the Tourism, Hospitality and Events Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This role may be undertaken by dedicated marketing personnel or by others for whom marketing forms only a part of the job role. Longer term, more strategic planning is covered in the unit SITXMPR005A Develop and manage marketing strategies. This unit has linkages to a range of other units and combined assessment and or training with those units may be appropriate, e.g.: • CUEMAR02C Undertake market research.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise marketing and promotional activities	1.1. Plan and schedule activities in accordance with the marketing plan or other organisational systems 1.2. Identify, analyse and incorporate relevant market information into short-term planning 1.3. Develop and implement detailed action plans for promotional activities at the appropriate time to address all operational details
2. Undertake a general public relations role	2.1. Establish and conduct relationships with industry and media colleagues in a manner that enhances the positive image of the organisation 2.2. Use networks to assist in the implementation of promotional activities 2.3. Develop promotional resources in appropriate formats where required, ensuring accessibility for

ELEMENT	PERFORMANCE CRITERIA
	customer colleagues with special needs
3. Review and report on promotional activities	3.1. Prepare reports in accordance with the organisation's marketing policy and required timeframes 3.2. Present market intelligence in a manner which provides clear and concise information to those responsible for sales and marketing planning 3.3. Make informal reports to relevant colleagues to maximise opportunity to meet team targets 3.4. Review all activities in accordance with agreed evaluation methods, and incorporate results into future planning 3.5. Agree to evaluation processes through consultation and negotiation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and organisational skills in relation to marketing activities
- report writing skills for the development of marketing reports

Required knowledge

- key marketing principles
- in-depth knowledge of organisation's products/services
- industry and market knowledge, including customer trends and preferences, and industry marketing and sales networks, including e-business options
- knowledge of sales and marketing principles and ability to interpret a marketing plan
- general knowledge of a range of promotional activities and accessibility issues that need to be considered, eg layout of materials to assist the visually-impaired
- legal issues that impact on the planning and organisation of marketing activities

Evidence Guide

EVIDENCE GUIDE

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

The following evidence is critical to the judgement of competence in this unit:

- coordinating and organising a number of marketing or promotional activities
- logical and thorough activity planning, including development of supporting organisational systems
- knowledge of marketing principles and their application to practical workplace contexts.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the planning and organisation of marketing activities for a specific project/event
- interaction with others to reflect the consultative aspects of the unit
- assessment conducted over a period of time so that all aspects of the unit can be assessed, eg the planning and conduct of activities.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of marketing activities planned and conducted by the candidate
- evaluation of marketing reports prepared by the candidate, detailing the way in which an activity was planned and conducted
- case studies to assess ability to apply methodologies to different situations
- oral or written questioning to assess knowledge of marketing principles
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands 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

EVIDENCE GUIDE	
	than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: resources for the conduct of marketing activities.

Range Statement

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.	
Issues to be considered when developing marketing <i>plans</i> may include:	- administrative and procedural requirements - availability of promotional materials - budget availability - contracting of other services - equipment requirements - maximising access for those with special needs - objectives and nature of the activity - possible cooperative approaches - potential e-business opportunities - public relations implications - staffing requirements - strategies to ensure maximum benefit - travel arrangements
<i>Promotional activities</i> may include:	- advertising - display and signage initiatives - familiarisations - industry and public relations activities - limited product development - market research

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business development - marketing

Co-requisite units

Co-requisite units		

CUEOHS01C Implement workplace health, safety and security procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to implement occupational health and safety policies and practices in the workplace where an established OHS framework already exists. It covers a range of industry contexts involving a variety of different conditions and hazards. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Employees with supervisory responsibility apply the skills and knowledge outlined in this unit, e.g. team leaders, production coordinators, forepersons or supervisors. Issues surrounding workplace health and safety vary and training must be tailored to meet the needs of specific work areas. There is a link between this general safety unit and many other operational units and combined assessment and/or training with those units is recommended, e.g.: • CUETEM01C Coordinate production operations • BSBWOR402A Promote team effectiveness.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Provide information on health and safety	1.1. Provide relevant information to the work group about occupational health and safety policies, procedures and programs 1.2. Clearly explain OHS legislation and industry codes of practice to colleagues
2. Coordinate participation in health and safety issues	2.1. Implement and monitor organisational procedures for consultation over occupational health and safety issues to ensure that all members of the work group have the opportunity to contribute 2.2. Deal with and resolve issues raised through

ELEMENT	PERFORMANCE CRITERIA
	consultation and resolve them promptly or refer them to the appropriate personnel for resolution in accordance with workplace procedures 2.3. Make the outcomes of consultation over occupational health and safety issues known to the work group promptly
3. Implement and monitor procedures for controlling hazards and risks	3.1. Identify and report existing and potential hazards in the work area so that risk assessment and risk control procedures can be applied 3.2. Implement work procedures to control risks and monitor adherence to them by the work group in accordance with workplace procedures 3.3. Monitor existing risk control measures and report results regularly in accordance with workplace procedures 3.4. Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report to designated personnel
4. Implement and monitor health and safety training	4.1. Identify occupational health and safety training needs accurately based on regular workplace monitoring 4.2. Make timely arrangements for fulfilling identified occupational health and safety training needs in consultation with relevant parties
5. Maintain occupational health and safety records	5.1. Complete occupational health and safety records accurately and legibly in accordance with workplace and legislative requirements 5.2. Use data to provide reliable and timely input to the management of workplace health and safety

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including procedures for:
 - communicating about OHS issues

REQUIRED SKILLS AND KNOWLEDGE

- consulting and allowing participation over OHS issues
- identifying and reporting on hazards, eg through inspections
- assessing risks
- controlling risks
- monitoring risk control measures
- reporting budgetary and resource needs
- responding to and dealing with hazardous events
- OHS training
- OHS record keeping and collection and use of incident data

Required knowledge

- general knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g. Screen Producers' Association of Australia, Safety Guidelines for the Entertainment Industry, Film Industry Recommended Safety Code and Safety Guidance Notes
- provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities
- principles and practices of effective OHS management, such as:
 - the hierarchy of control
 - elements of an effective OHS management system
 - participation and consultation over OHS
 - incident investigation
 - risk management approaches
 - hazards which exist in the workplace and:
 - the range of control measures available for these hazards
 - considerations for choosing between different control measures, such as possible inadequacies with particular control measures

Evidence Guide**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**

The following evidence is critical to the judgement of

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competence in this unit: - knowledge and understanding of the laws and regulations relating to OHS in the workplace, including relevant industry safety guidelines (as detailed above) - ability to monitor health and safety within the context of an established system where policies, procedures and programs already exist.
Context of and specific resources for assessment	The assessment context must provide for: - project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed - involvement of and interaction with a team for which the candidate coordinates OHS issues.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of reports prepared by the candidate detailing how OHS issues were addressed in a given project or work activity - evaluation of projects conducted by the candidate to address OHS issues in a given workplace - case studies and problem solving exercises to develop OHS responses to different workplace situations - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - relevant occupational health and safety acts, regulations and codes of practices - organisation's occupational health and safety policies and procedures.

Range Statement

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.

Information may cover the following areas:

- assistance with work tasks
- consultation with health and safety representatives and OHS committees
- direct supervision where necessary, e.g. for inexperienced workers
- hazards and risk management procedures
- legislation and codes of practice, e.g. relating to hazards in the work area
- the induction of new workers
- the nature of work and tasks, procedures and the limits to worker authority

This competency is to be exhibited in accordance with all relevant **OHS legislation**, particularly:

- general duty of care under State/Territory legislation and common law
- health and safety representatives and/or occupational health and safety committees and issue resolution
- provision of information and training
- regulations and codes of practice relating to hazards present in the work area
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- State/Territory OHS Acts, regulations and codes of practice

Relevant **workplace procedures** may be:

- formally documented or communicated verbally
- general to the management of the enterprise, e.g.:
 - job procedures and work instructions
 - maintenance of plant and equipment
 - purchasing of supplies and equipment

RANGE STATEMENT	
	• specific to OHS, e.g.: • assessing risks • consultation and participation • controlling risks • emergency response • identifying hazards, e.g. inspections • incident investigation • issue resolution • OHS record keeping • OHS training • providing OHS information • reporting OHS issues
Identifying hazards may include activities associated with:	• audits • housekeeping • identifying employee concerns • job and work system assessment • maintenance of plant and equipment • OHS record keeping • purchasing of supplies and equipment • workplace inspections
Hazardous events may include:	• accidents • bomb scares • emergencies, e.g. chemical spills • fires and explosions
Controlling risks may include actions such as:	• application of the hierarchy of control, namely: • administrative controls • elimination of the risk • engineering controls • personal protective clothing and equipment • consultation with workers and their representatives • measures to remove the cause of a risk at its source
Procedures for dealing with these may include:	• accident/incident reporting and investigation • chemical containment • evacuation • First Aid procedures
OHS training may include:	• emergency and evacuation training • induction training

RANGE STATEMENT	
	• specific hazard training • specific task or equipment training • training as part of broader programs, e.g. equipment operation
Participative <i>arrangements</i> may include:	• formal and informal meetings • health and safety representatives • OHS committees • other committees, e.g. consultative, planning, purchasing
<i>OHS records</i> may include:	• electronic record keeping and communication systems • First Aid/medical post records • hazardous substances registers • health surveillance and workplace environmental monitoring records • maintenance and testing reports • manufacturer and supplier information, including material safety data sheets and dangerous goods storage lists • OHS audits and inspection reports • records of instruction and training • records of occupational injury and disease • workers compensation and rehabilitation records

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - occupational health and safety

Co-requisite units

Co-requisite units		

CUEOHS02C Establish and maintain a safe and secure workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to establish and monitor OHS frameworks, systems and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals responsible for managing the occupational health and safety policy and procedures for a small organisation or for a section of a larger organisation. There is a strong link between this unit and other management units and combined assessment and/or training with those units may be appropriate, e.g.: • BSBRSK501A Manage risk.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain a framework for occupational health and safety in the area of responsibility	1.1. Develop and clearly articulate health, safety and security policies in relevant policy documents 1.2. Define and allocate health and safety responsibilities clearly, including relevant information in job descriptions and duty statements 1.3. Identify, seek or provide adequate financial and human resources to address workplace safety issues 1.4. Provide and explain information on occupational health and safety systems and procedures in a form readily accessible to employees 1.5. Develop and implement an occupational health and safety training program 1.6. Establish and monitor a system for keeping occupational health and safety records
2. Establish and	2.1. Establish and maintain appropriate consultative

ELEMENT	PERFORMANCE CRITERIA
maintain participative arrangements for the management of occupational health and safety	processes 2.2.Resolve issues raised through participation and consultation and resolve them promptly and effectively 2.3.Provide information about the outcomes of participation and consultation in a manner accessible to employees
3. Establish and maintain procedures for identifying, assessing and controlling hazards and risks	3.1.Identify and assess existing and potential hazards in the workplace 3.2.Develop procedures for ongoing identification, assessment and control of risks and integrate this within work systems and procedures 3.3.Develop and implement measures to control assessed risks, including interim solutions where necessary 3.4.Monitor activities to ensure that procedures for risk assessment and control are adopted 3.5.Address the issues of hazard identification, risk assessment and control at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created 3.6.Assess and control risks presented by identified hazards in accordance with OHS legislation and codes of practice
4. Evaluate the organisation's health and safety system	4.1.Assess the effectiveness of the occupational health and safety system and related policies, procedures and programs, in accordance with the organisation's aims with respect to occupational health and safety 4.2.Develop and implement improvements to the occupational health and safety system to ensure more effective achievement of the organisation's aims with respect to occupational health and safety 4.3.Assess compliance with occupational health and safety legislation and codes of practice to ensure that legal occupational health and safety standards are maintained as a minimum

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- how the characteristics and composition of the workforce impact on OHS management, including:
 - literacy
 - communication skills
 - cultural background
 - gender
 - workers with disabilities
- other organisational systems, policies and procedures relevant to OHS management, including:
 - business planning (especially new technology, organisational change)
 - purchasing
 - maintenance
 - training
 - consultation
 - human resource management

Required knowledge

- general knowledge of relevant OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities
- detailed knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g.
 - Screen Producers' Association of Australia
 - Safety Guidelines for the Entertainment Industry
 - Film Industry Recommended Safety Code and Safety Guidance Notes
- principles and practices of effective OHS management, e.g.:
 - elements of an effective OHS management system
 - appropriate links to other management systems
 - the hierarchy of control measures
 - participation and consultation over OHS
 - incident and accident investigation
 - the role of technical information or experts in designing control measures, -monitoring systems and health surveillance
 - risk management approaches
- hazards and associated risks which exist in the enterprise and:
 - the range of control measures available for these hazards

REQUIRED SKILLS AND KNOWLEDGE

- considerations for choosing between different control measures, e.g. possible inadequacies with particular control measures
- considerations regarding when to seek expert advice
- organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including systems and procedures for:
 - keeping the organisation abreast of developments on OHS (law, control measures, hazards) notification and reporting
 - communicating to the organisation about OHS
 - consulting about and participating in OHS management
 - identifying and reporting on hazards, eg through audits, inspections
 - assessing risks
 - controlling risks
 - monitoring risk control measures
 - reporting on financial, technical and other resource needs
 - responding to and dealing with hazardous events
 - OHS training
 - OHS record keeping and collection and use of OHS related data

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- knowledge and understanding of laws, regulations and industry guidelines relating to OHS in the workplace, particularly how employer general duty of care can be met
- ability to analyse the working environment in order to identify hazards, assess risks and design and implement appropriate OHS management systems
- ability to assess the resources needed to establish and maintain OHS management systems, including a range of risk control measures.

EVIDENCE GUIDE	
Context of and specific resources for assessment	The assessment context must provide for: • development of policies, systems and procedures for a nominated workplace, activity or project and implementation within an operational environment, eg for a production project • project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed • involvement of a team operating in a specified workplace for which the candidate establishes and monitors health and safety.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of reports prepared by the candidate detailing how OHS policies, systems and procedures were established and monitored in a given project • evaluation of projects conducted by the candidate to develop policies, systems and procedures for health and safety • case studies and problem-solving exercises to develop OHS policies, systems and procedures in response to different workplace situations • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • relevant OHS legislation, regulations and codes of practices • organisation's occupational health and safety policies and procedures.

Range Statement

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.

Information may cover the following areas:

- assistance with work tasks
- consultation with health and safety representatives
- direct supervision where necessary, e.g. of inexperienced workers
- hazards and risk management procedures
- legislation and codes of practice, e.g. relating to hazards in the work area
- the induction of new workers
- the nature of work and tasks, procedures and the limits to worker authority

OHS training may include:

- emergency and evacuation training
- induction training
- specific hazard training
- specific task or equipment training
- training as part of broader programs, e.g. equipment operation

OHS records may include:

- hazardous substances registers
- maintenance and testing reports
- manufacturer and supplier information, including material safety data sheets and dangerous goods storage lists
- OHS audits and inspection reports
- records of instruction and training
- workers compensation and rehabilitation records First Aid/medical post records
- workplace environmental monitoring and health surveillance and records

Identifying ***hazards*** may include activities associated with:

- audits
- housekeeping
- identifying employee concerns
- job and work system assessment
- maintenance of plant and equipment

RANGE STATEMENT	
	• OHS record keeping • planning or implementing alterations to site, plant, operations or work systems • purchasing of supplies and equipment • workplace inspections
Hazardous events may include:	• accidents • bomb scares • crowd-related risks • deranged customers • emergencies, e.g. chemical spills • equipment failure • fires and explosions • weather emergencies
Relevant workplace procedures may be:	• formally documented or communicated verbally • general to the management of the enterprise such as: • job procedures and work instructions • maintenance of plant and equipment • purchasing of supplies and equipment • specific to OHS, e.g.: • assessing risks • controlling risks • emergency response • identifying hazards, e.g. inspections • incident investigation • issue resolution • OHS consultation and participation • OHS record keeping • OHS training • providing OHS information • procedures for dealing with hazardous events may include: • accident/incident reporting and investigation • chemical containment • evacuation • First Aid • participative arrangements, e.g. • formal and informal meetings

RANGE STATEMENT	
	• health and safety representatives • OHS committees other committees, e.g. consultative, planning, purchasing
Controlling risks may include actions such as:	• application of the hierarchy of control, namely: • administrative controls • consultation with workers and their representatives • elimination of the risk • engineering controls • personal protective clothing and equipment • measures to remove the cause of a risk at its source
This competency is to be exhibited in accordance with all relevant OHS legislation , particularly:	• general duty of care under State/Territory legislation and common law • health and safety representatives and/or occupational health and safety committees and issue resolution • provision of information and training • regulations and codes of practice relating to hazards present in the work area • requirements for the maintenance and confidentiality of records of occupational injury and disease • State/Territory OHS Acts, regulations and codes of practice

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - occupational health and safety

Co-requisite units

Co-requisite units		

CUEPMT11B Manage the production process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required for the overall management of pre-production, including determination and coordination of all production resources. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Production managers with considerable production experience would generally undertake the duties outlined in this unit. In this role, they are responsible for developing an in-depth understanding of both the creative and technical aspects of live productions/ events. Managing the production process requires technical expertise plus considerable communication, negotiation and problem solving skills. As such, this unit brings together many of the skills found in other production management units. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUETEM03C Establish and manage production requirements and resources • CUFPPM408a Compile production schedules.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the creative parameters of the production	1.1. Participate in preliminary discussions with <i>relevant personnel</i> to interpret and confirm their creative intentions for the production/event 1.2. Read, analyse and interpret any design or production documents and notes to establish a full picture of production requirements and challenges
2. Identify and confirm production and technical parameters	2.1. Liaise with relevant technical personnel and determine the range and numbers of <i>staging and technical elements</i> for the production 2.2. Develop an overall operational plan and develop and

ELEMENT	PERFORMANCE CRITERIA
	document schedules for the completion of various stages of production planning to ensure deadlines can be met 2.3. Provide advice to relevant personnel regarding technical, artistic and safety issues that may affect the production/event
3. Coordinate production meetings	3.1. Liaise with relevant personnel and allocate times for production meetings to ensure most efficient and cost effective use of time 3.2. Chair production meetings and ensure that all artistic and technical issues are discussed and resolved 3.3. Provide current, clear and accurate reports on the progress of various aspects of the pre-production activities 3.4. Notify all relevant colleagues of meeting outcomes which affect their work activities 3.5. Keep accurate records of decisions made and actions required
4. Monitor the production planning phase	4.1. Take an active role in maintaining a creative and technical overview of the project 4.2. Continually liaise with the technical and artistic production team to ascertain and act upon requirements which can be organised on their behalf 4.3. Assess the progress of pre-production activities against timelines and budget and make adjustments accordingly 4.4. Determine any need for additional resources to be applied and take necessary action to ensure production requirements are met 4.5. Communicate with appropriate personnel regularly throughout the pre-production phase in an open manner to maintain positive working relations and to ensure efficient, safe and disciplined production practices
5. Prepare, distribute and maintain required production documentation and information	5.1. Prepare and/or check production documentation and information and ensure it is complete, accurate and legible and meets with production requirements 5.2. Copy and circulate production documentation and information of the relevant personnel in accordance with organisational procedures 5.3. Develop and maintain accurate records of distribution of documentation

ELEMENT	PERFORMANCE CRITERIA
	5.4. Continually review and update documentation to reflect changed production requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective leadership, negotiation and problem solving techniques in relation to production management
- principles for communicating effectively with people with diverse interests and needs
- commonly occurring issues and challenges in the production management process and ways of addressing these
- meeting procedures and protocols as they apply to the operation of production meetings

Required knowledge

- content of the script or other source document
- in depth understanding of all artistic and technical elements of the production/event, e.g. staging, lighting and sound elements, sufficient to be able to co-ordinate all aspects
- relevant occupational health and safety legislation and regulation as it applies to all production areas
- industrial awards and workers' compensation regulations as they apply to the production staff
- required content, format and timing of different types of documentation developed and distributed by a production manager

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to effectively plan, administer and monitor the entire pre-production planning phase for a live production/event • ability to manage a range of tasks concurrently and in accordance with production deadlines • knowledge of all technical, staging and artistic aspects of the production • ability to effectively communicate and delegate within a production management context.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the management of more than one production to allow the candidate to effectively plan, administer and monitor the entire pre-production planning phase for more than one live production/event • preparation and use of a broad range of production documents within typical workplace constraints • involvement of and interaction with a production team to reflect the importance of collaboration and negotiation skills within this unit.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • evaluation of the planning and management of a production for which the candidate has been responsible • interviews with other production personnel to establish the effectiveness of various aspects of production management for which the candidate has been responsible • evaluation of production documentation prepared by the candidate • written or oral questioning to test knowledge of all technical, staging and artistic aspects of the production • written or oral questioning to test knowledge of industrial awards, occupational health and safety issues and regulations and any other regulatory

EVIDENCE GUIDE	
	matter • review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • industry-current production documents • a production and production crew • relevant occupational health and safety regulations.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• assistant stage manager • choreographer • designers • director • make-up • management • performers • production manager • technical staff of any type • wardrobe • other specialists
<i>Staging and technical elements</i>	• sets

RANGE STATEMENT	
for the production may include:	• props and costumes • sound equipment • audiovisual equipment • musical instruments • special flooring • warm-up areas • production desk • lighting
<i>Production documentation</i> may include:	• address lists • agents' lists • artists call sheet, e.g. publicity call sheet • budgets • bump in or bump out schedule • company lists • contact lists • directors notes • distribution lists • ground plans • information on location and rehearsal facility and related elements • preliminary cue synopses • production meeting agendas • production meeting minutes • production plan • props lists • publicity materials • scene breakdown/working division • scene breakdowns • scenery lists • set designs • texts • time sheets • timings/choreography for scene changes • trip note books • wardrobe lists • weekly rehearsal schedules

Unit Sector(s)

Unit sector	

Competency field

Competency field	

Co-requisite units

Co-requisite units		

CUEPRP02B Research, obtain and prepare props

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to source, obtain and prepare props for any production within the cultural industries. As such it requires research skills, organisational skills and a sound knowledge of different sources of props and the ways in which props may be used in a production. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props personnel in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. Personnel may include props makers, props storepersons and props dressers. The props department may be supervised by a props manager and the props team works closely with set designers, directors and continuity personnel before and during productions. This unit has linkages to a range of other props units and combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine props requirements	1.1. Correctly interpret production documentation to determine production props <i>requirements</i> 1.2. Liaise with <i>relevant personnel</i> to discuss the artistic requirements for <i>props</i> where required 1.3. Confirm the budget and timeframes that affect the acquisition of props with appropriate personnel
2. Source and obtain props	2.1. Undertake research on the style and nature of props required to establish a clear picture of precise requirements

ELEMENT	PERFORMANCE CRITERIA
	2.2. Correctly identify <i>potential sources of props</i>, including investigation of various options to achieve the optimum result 2.3. Locate props that meet design specifications, time and budgetary constraints 2.4. Complete procedures for the acquisition of props in accordance with organisational requirements 2.5. Document acquisition details accurately
3. Prepare and maintain props during production	3.1. Prepare and check props prior to the performance to ensure that all required items are available and/or in working order, including adequate consumable supplies 3.2. Secure and store props in accordance with organisational procedures before, during and after the production 3.3. Identify the need for and organise appropriate prop replacements or repairs to meet production requirements 3.4. Where appropriate, dispose of props in accordance with environmental and safety requirements 3.5. Maintain accurate documentation in relation to the status of props, including appropriate cataloguing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills in relation to the ability to research options for props acquisition
- literacy skills sufficient to interpret production documentation and other information from a wide range of sources
- numeracy skills sufficient to work with props costings

Required knowledge

- the wide and varying scope of props, including broad categories of props and the role of 'one-off' specialist items
- typical sources of information on props
- sources of different types of props, including both period and contemporary items

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- knowledge of different props acquisition sources and options
- ability to use research techniques to source props which meet production requirements.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the sourcing of props to meet the needs of a particular production
- sourcing of props within realistic workplace timeframes.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of props sourced by the candidate for a given production
- case studies to assess ability to source props for different styles of production
- oral or written questioning to assess knowledge of the scope of props possibilities and sources of props
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (eg 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).

EVIDENCE GUIDE**Guidance information for assessment**

Assessment of this unit requires access to:

- sources/locations of props.

Range Statement**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.

Production ***requirements*** may include:

- director's specifications
- length of the run of the show
- occupational and health and safety requirements
- organisation standards
- performers' requirements
- production schedule
- resource constraints
- venue requirements

Relevant personnel may include:

- designers
- directors
- set personnel
- other specialists

Props may include:

- costume props
- equipment
- furniture
- hand props
- special effects props
- vehicles

Potential sources of props and different options may relate to:

- borrowing
- buying
- having items specially made
- hiring
- making alterations to existing props

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

CUEPRP03B Apply a general knowledge of props construction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the foundation skills and knowledge required to use a range of techniques, materials and equipment for the construction of props. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with props and set dressing in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. At this level their work would be closely supervised. The role includes the need for an understanding of basic techniques for constructing props and the ability to use hand and power tools. This unit underpins and has strong links to other props construction units and combined assessment and/or training with those units is recommended.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select equipment and materials in preparation for construction	- Liaise with supervisor to determine the nature of <i>props</i> to be <i>constructed</i> - Correctly identify and select appropriate materials for prop construction in accordance with instructions and the intended use for the prop - Calculate correct quantities of materials required and minimise waste where possible - Select appropriate <i>equipment and tools</i> in accordance with materials being used and type of prop construction required
2. Use props construction techniques	- Correctly use techniques to construct props, including the safe use of adhesives - Complete the prop construction process in a logical manner - Follow appropriate <i>safety procedures</i> throughout the prop construction process in accordance with

ELEMENT	PERFORMANCE CRITERIA
	organisational and legislative requirements • Work cooperatively with other team members to ensure efficiency and quality in the set construction process • Identify any problems with the prop construction process promptly and take appropriate action within scope of individual responsibility

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret props documentation and read product labels
- numeracy skills sufficient to calculate quantities of materials and take basic measurements

Required knowledge

- the scope of props items that may be constructed and the factors that impact on whether to construct or acquire by other means
- the properties and applications of materials commonly used for prop construction, including paper, latex, foam, canvas and leather
- the properties and applications of contact adhesives commonly used for props construction
- types of tools commonly used for props construction
- safety and environmental issues associated with the use of tools, materials and adhesives
- techniques for the manipulation of materials commonly used in prop construction
- the links between the intended use of a prop and the selection of materials and construction method

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to use techniques materials and equipment safely for the construction of props • knowledge of the properties and applications of different materials, tools, equipment for different types of props.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the use of techniques, materials and equipment to construct a prop.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using particular techniques, tools and equipment • evaluation of items constructed by the candidate in terms of quality of finish • oral or written questioning to assess knowledge of materials and safety issues • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	This unit requires access to: • materials, tools and equipment commonly used for props construction • a workspace in which props can be constructed safely.

Range Statement

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

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Props requiring construction may include a vast range of items but props construction at this level would generally involve the use of:	• adhesives (e.g. PVA glue, liquid nails) • canvas • foam • latex • leather • paper
Equipment and tools for prop construction may include:	• hand tools • power tools • scissors/cutters • sewing machines
Safety procedures associated with the use of props construction materials may include:	• adherence to product instruction • ensuring adequate ventilation • warning colleagues about use of specific chemicals • wearing of protective clothing
Typical problems that may occur in props construction may include:	• difficulty in achieving sufficient adhesion • need to change combinations of materials

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

Co-requisite units		

CUEPRP04B Use casting and moulding techniques to make props

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to construct props using casting and moulding techniques. It covers assessment of the need for casting/moulding, and both the selection and use of the optimum construction technique to meet production requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props makers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. The props department may be supervised by a props manager and the props team works closely with set designers, directors and continuity personnel before and during productions. This unit has linkages with other props construction and general technical units and combined assessment and/or training with those units may be appropriate, e.g.: • CUECOS02C Apply art finishing.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess the need for casting/moulding	- Liaise with <i>relevant colleagues</i> to confirm <i>props</i> production requirements - Read and correctly interpret the props production schedule, props specifications, lists and scale drawings when available - Assess the need for the use of casting and moulding construction techniques based on review of props requirements and in consultation with relevant colleagues
2. Select moulding/casting techniques and equipment	- Select the most appropriate mould based on an analysis of how the prop is to be used and the advantages and disadvantages of different <i>options</i> - Correctly identify any budgetary or other constraints when making prop construction decisions

ELEMENT	PERFORMANCE CRITERIA
	- Select correct tools, equipment and materials for casting/moulding technique to be used - Calculate correct quantities of materials avoiding wastage where possible
3. Construct moulds and casts	- Use techniques, tools and materials correctly and safely to create moulds and casts - Check items produced in terms of durability, quality of finish and suitability for production requirements - Identify the need for adjustments and action accordingly - Prepare items in readiness for finishing in accordance with production requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret props documentation and read product labels
- numeracy skills sufficient to calculate quantities of materials and take basic measurements

Required knowledge

- properties and applications of materials commonly used for casting/moulding, including plaster, latex, silicone, elastomer, dental alginate, fibre glass
- reasons for the use of particular materials and techniques for different production requirements
- the different types of moulds and the reasons for their use
- safety and environmental issues associated with materials and equipment used in casting/moulding

Evidence Guide

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • safe and correct use of casting/moulding techniques which result in a prop which meets production requirements • knowledge of the properties of materials used in casting/moulding and the associated safety issues.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the production of multiple props using casting and moulding techniques • production of the item within a commercially-realistic timeframe.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using particular techniques • evaluation of props produced by the candidate • oral or written questioning to assess knowledge of safety issues, different techniques and options • case studies to assess ability to select different techniques to meet varying production requirements • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	This unit requires access to: • casting and moulding materials, tools and equipment used for props construction • a workspace in which props can be constructed safely.

Range Statement

RANGE STATEMENT

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 colleagues may include:	• designers • directors • performers • technical colleagues, eg costume, lighting • other props personnel • other workshop personnel, eg set builder, scenic artist
Props may include:	• cable controlled props • costume props, eg armour, weapons, jewellery • electrically controlled • equipment • furniture • hand props, eg food and beverage, blood, gore • mechanised props • pneumatically controlled props • pre-production prototypes • special effects props • vehicles
Selection of options for casting/moulding may be dependent upon:	• availability of materials • level of detail required • number of times prop is to be used • proximity of audience/potential use of filming • time and budgetary factors
Materials for moulding/casting may include:	• clay • elastomer • fibre glass • latex • plaster • silicone

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

CUEPRP05B Make prop furniture

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to make a range of prop furniture, and would generally include the construction of trick furniture. This unit relates to the construction of furniture for use in a theatrical or event context and does not cover general furniture construction skills, which are found in the LMF02 Furnishing Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props makers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. The props department may be supervised by a props manager and the props team works closely with set designers, directors and continuity personnel before and during productions. This unit has linkages to a range of other general technical and props construction units, and combined assessment and/or training with those units may be appropriate, e.g.: • CUESET17B Develop props construction plans to meet design requirements • CUESET04C Use research, innovation and experimentation to create props.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess the need for prop furniture	1.1. Liaise with <i>relevant colleagues</i> to confirm props production requirements 1.2. Read and correctly interpret the props production schedule, props specifications, lists and scale drawings when available 1.3. Assess the precise <i>nature of prop furniture</i> requirements based on review of documentation and in consultation with relevant colleagues
2. Select prop furniture construction	2.1. Select the most appropriate furniture construction technique based on an analysis of how the prop is to

ELEMENT	PERFORMANCE CRITERIA
techniques and equipment	be used, including whether the prop needs to be weight-bearing 2.2. Correctly identify any budgetary or other constraints when making furniture construction decisions 2.3. Select correct tools, equipment and materials for prop furniture construction in accordance with construction plan 2.4. Calculate correct quantities of materials, avoiding wastage where possible
3. Make prop furniture	3.1. Use techniques, tools and materials correctly and safely to create prop furniture items 3.2. Correctly interpret and follow furniture construction plans 3.3. Check furniture in terms of required durability, quality of finish and suitability for production requirements 3.4. Identify the needs for adjustments and action accordingly 3.5. Prepare items in readiness for finishing in accordance with production requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate measurements and quantities and to interpret construction plans

Required knowledge

- typical ways in which furniture may be used as a prop in different production/event contexts
- types of furniture that might be constructed and those most likely to be acquired by other means
- properties and applications of materials commonly used for prop furniture
- techniques for trick furniture, including how to create a breakaway section
- safety issues associated with the use of materials, tools and equipment for furniture

REQUIRED SKILLS AND KNOWLEDGE

construction

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- safe and correct use of techniques to make prop furniture
- knowledge of the properties of materials used in the making of prop furniture and the associated safety issues.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the creation of prop furniture for a production/event
- construction of furniture items within a commercially-realistic timeframe.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of furniture items constructed by the candidate in terms of suitability for production and quality of finish
- oral or written questioning to assess knowledge of safety issues and particular construction techniques
- case studies to assess ability to select different techniques to meet varying production requirements
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Guidance information for assessment

This unit requires access to:

- equipment, tools and materials used to construct prop

EVIDENCE GUIDE

	furniture work area where prop furniture can be safely constructed.

Range Statement**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.

<i>Relevant colleagues</i> may include:	- designers - directors - performers - technical colleagues, e.g. costume, lighting - other props personnel - other workshop personnel, e.g. set builder, scenic artist
<i>Nature of prop furniture</i> and construction techniques may be impacted by:	- how the item will be used - number of times to be used - proximity of audience - style of rest of the set - visibility by audience, e.g. only front will be seen
<i>Tools and equipment:</i>	tools and equipment for the creation of prop furniture would generally be the same as those used in general furniture construction
<i>Materials</i> used for the creation of prop furniture may include:	- adhesives - fabric - fabrics - fasteners - fibreglass - leather - masonite - metal products, e.g. bars, tubes, sheets - mouldable materials

RANGE STATEMENT	
	• moulded or cast metal • paper products • plaster • plastics, e.g. moulded sheet • polystyrene • thermoplastic • timber • timber products, e.g. plywood, particle board, craftwood
<i>Preparation of items</i> for finishing may include:	• priming • sanding

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

CUEPRP06B Construct mechanical props

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to construct props that include the use of mechanical devices. It covers assessment of mechanical prop requirements and the selection and use of construction techniques. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props makers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. The props department may be supervised by a props manager and the props team works closely with set designers, directors and continuity personnel before and during productions. This unit has linkages to a range of other general technical and props construction units, and combined assessment and/or training with those units may be appropriate, e.g.: • CUESET17B Develop props construction plans to meet design requirements • CUESET04C Use research, innovation and experimentation to create props.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess the need for mechanical props	1.1. Liaise with <i>relevant colleagues</i> to confirm props production requirements 1.2. Read and correctly interpret the props production schedule, props specifications, lists and scale drawings when available 1.3. Assess the precise nature of <i>mechanical prop</i> requirements based on review of documentation and in consultation with relevant colleagues
2. Select techniques and equipment for making mechanical props	2.1. Select the most appropriate <i>construction</i> technique and mechanical device based on an analysis of how the prop is to be used 2.2. Correctly identify any budgetary or other constraints when making mechanical prop construction decisions 2.3. Select correct tools, equipment and materials for

ELEMENT	PERFORMANCE CRITERIA
	mechanical props in accordance with construction plan 2.4. Calculate correct quantities of materials, avoiding wastage where possible
3. Make mechanical props	3.1. Use techniques, tools and materials correctly and safely to <i>create mechanical props</i> 3.2. Correctly interpret and follow construction plans 3.3. Check mechanical prop in terms of required durability, quality of finish and suitability for production requirements 3.4. Identify the need for adjustments and action accordingly 3.5. Prepare items in readiness for finishing in accordance with production requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate measurements and quantities and to interpret construction plans

Required knowledge

- typical ways in which mechanical props may be used as a prop in different production/event contexts, including the use of cable-controlled, mechanically-controlled, pneumatically-controlled and electrically-controlled props
- types of mechanical props that might be constructed and those most likely to be acquired by other means
- properties and applications of devices commonly used for mechanical props, including an understanding of cables, levers, fulcrums and issues associated with electrically-controlled props
- commonly-used mechanical devices and their ability to create different effects on stage
- safety issues associated with the use of materials, tools and equipment in mechanical props

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • safe and correct use of techniques to integrate the use of mechanical devices within props • knowledge of specific mechanical devices, their uses and associated safety issues.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the creation of mechanical props for a production/event • construction of mechanical props within a commercially-realistic timeframe.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of props constructed by the candidate in terms of suitability for production and quality of finish • oral or written questioning to assess knowledge of safety issues and particular construction techniques • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	This unit requires access to: • equipment, tools and materials used to construct mechanical props • work area where mechanical props can be safely constructed.

Range Statement

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.	
<i>Relevant colleagues</i> may include:	• designers • directors • performers • technical colleagues, e.g. costume, lighting • other props personnel • other workshop personnel, e.g. set builder, scenic artist
<i>Mechanical props</i> are those props, which include the use of any mechanical device and may be:	• cable-controlled • electrically-controlled • pneumatically-controlled
Nature of mechanical <i>construction</i> may be impacted by:	• availability of mechanical devices • how the item will be used • number of times to be used • proximity of audience • safety issues • simplicity of the device • style of rest of the set • the level of movement required • visibility by audience, e.g. only front will be seen
Devices used for the <i>creation of mechanical props</i> may include:	• cables • fulcrums • levers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

CUEPRP07B Make props using mixed media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret props production schedules and specifications, and to produce props for productions within the cultural industries. Media for props vary widely. This unit relates to the creation of props, which require the use of mixed media. As such, the unit builds on skills found in other props construction units. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props makers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. The props department may be supervised by a props manager and the props team works closely with set designers, directors and continuity personnel before and during productions. This unit has linkages to a range of other props, sets and scenic art units and to units in the CUV03 Visual Arts Craft and Design Training Package. Combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine props requirements	1.1. Correctly interpret the <i>props</i> production schedule, props specifications, lists and scale drawings 1.2. Liaise with <i>relevant personnel</i> to confirm the props production requirements 1.3. Contemplate and consider props construction <i>methods and techniques</i> to ensure that correct visual interpretation of the production requirements is met through close liaison with relevant personnel
2. Prepare for props production	2.1. Ensure that <i>props construction</i> meets the aesthetic requirements and provides the correct visual interpretation of the production requirements 2.2. Determine the accurate measurements for the construction of the props item and make any alterations to the design scale drawings

ELEMENT	PERFORMANCE CRITERIA
	2.3. Select and prepare the required equipment, tools and materials in accordance with the design and specification requirements 2.4. Determine the appropriate methods and techniques to be used for the production of the prop, in accordance with the design and specification requirements
3. Make props	3.1. Participate in ongoing discussions with appropriate personnel throughout the construction process, to ensure props design requirements are met 3.2. Construct the props items using the selected materials, construction techniques and finishes 3.3. Follow appropriate safety procedures throughout the construction process in accordance with organisational and legislative requirements 3.4. Participate in any ongoing production technique trials to establish the best results during the production of the props items, including: colour mixes, textures, materials, construction techniques, construction of prototypes and painting styles 3.5. Correctly label and code all partially finished props items for identification during the production phase 3.6. Store the partially finished props items during the production phase to avoid loss or damage
4. Finish and check mixed media props	4.1. Complete required fireproofing in accordance with occupational and public health and safety legislation requirements 4.2. Liaise with relevant personnel to evaluate and check the props items for accuracy and compliance with design and production specification requirements 4.3. Identify and make any necessary adjustments in accordance with discussions, making accurate changes to relevant documentation 4.4. Correctly label and code all props elements for identification during the production 4.5. Store the props in accordance with organisational procedures 4.6. Clean, maintain and store tools, equipment and materials in accordance with relevant workplace and safety requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate measurements and quantities and to interpret construction plans

Required knowledge

- detailed knowledge of the properties, applications and durability of different types of materials that can be used for prop construction and how these can be combined
- legislative and organisational occupational health and safety standards, including safe handling of hazardous materials
- the behaviour of various materials, finishes, painting techniques and colours under lighting
- the properties and characteristics of a variety of materials before and after art finishing
- general knowledge of the properties of materials used in props construction
- environmental issues associated with tools and materials used in props
- awareness of copyright, moral rights and intellectual property issues and legislation

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- use of safe techniques to create mixed-media props to meet production requirements
- detailed knowledge of the props construction process, the use of different media and the effects that can be achieved.

Context of and specific resources for

The assessment context must provide for:

EVIDENCE GUIDE	
assessment	• practical demonstration of skills through the creation of mixed-media props for a nominated production • involvement of and interaction with a production team to reflect the collaborative nature of the production process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using techniques to create props • evaluation of items created by the candidate in terms of suitability of construction methods and quality of finishing • oral or written questioning to assess knowledge of different techniques and safety issues • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • equipment and materials used to make props • design specifications for props.

Range Statement

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.

RANGE STATEMENT	
Props may include:	• cable controlled props • costume props, e.g.: armour, weapons, jewellery • electrically controlled • equipment • furniture • hand props, e.g.: food and beverage, blood, gore • mechanised props • pneumatically controlled props • pre-production prototypes • special effects props • vehicles
Relevant personnel may include:	• designers • director of photography • directors • performers • producers • supervisors • other props staff • other technical staff
Methods and techniques within this unit could be quite broad in nature and may include:	• gluing • metalwork, e.g. cutting, welding, brazing • moulding • painting • sculpting and other shaping methods • woodworking
Props must be constructed from a range of different media. Media may include:	• adhesives • fabric • fabrics • fasteners • fibreglass • leather • masonite • metal products, e.g.: bars, tubes, sheets • mouldable materials • moulded or cast metal • paper products • plaster • plastics, e.g.: moulded sheet

RANGE STATEMENT	
	• polystyrene • thermoplastic • timber • timber products, e.g.: plywood, particle board, craftwood
Documentation may include:	• budgets • colour charts • descriptive props checklists • fault reports • measurement charts • operational/project plan • paint colour formulas • production schedules • props breakdown lists • props design • props schedule/plan • running sheets • scripts • sketches • technical drawings

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

Co-requisite units		

CUEPRP501A Conceive, develop and realise prop designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret the creative brief, develop and implement props designs for productions within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props or set designers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. They are responsible for undertaking the complete props design process, from initial conception of ideas to the final realisation of the design. As such the unit brings together the wide range of creative, technical and business skills required by props designer.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the creative brief	1.1. Analyse the performance outline/script to determine overall production concepts 1.2. Participate in preliminary concept meetings with <i>relevant personnel</i> to discuss the props requirements of the <i>production</i> 1.3. Identify all relevant <i>factors</i> which may determine and affect the design 1.4. Discuss and agree upon the role of designer in the production process
2. Conduct and evaluate research	2.1. Identify and source <i>references</i> which may inform the design process 2.2. Critically analyse sources and references in the context of the current design project 2.3. Consider the impacts and potential of new and emerging technologies to inform the design 2.4. Collect, collate and adapt materials to develop initial design concepts
3. Generate and assess ideas	3.1. Generate a range of ideas for the design which respond sympathetically to the brief and provide creative solutions to technical issues 3.2. Discuss ideas and collaborate with relevant personnel to

ELEMENT	PERFORMANCE CRITERIA
	ensure contribution of ideas to the initial concept 3.3. Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet the brief
4. Develop and document the design	4.1. Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of the design 4.2. Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation 4.3. Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection/discussion 4.4. Develop props designs from initial concepts ensuring: consistency with the style requirements of the script/production; research findings are incorporated; ideas are technically feasible and demonstrate awareness of parameters/resource constraints; and ideas demonstrate effective use of materials 4.5. Organise or undertake testing and experimentation with selected props designs 4.6. Develop an accurate record of the design, including all relevant information
5. Communicate design ideas and make amendments	5.1. Present draft props construction plans and specifications to relevant colleagues in an appropriate format 5.2. Participate in the initial and ongoing evaluation of the presented designs 5.3. Negotiate and agree to modifications to the design and undertake any necessary amendments 5.4. Agree to the final designs and produce accurate and comprehensive documentation to support implementation 5.5. Present final designs, plans and specifications to all relevant personnel and confirm that all production requirements have been met
6. Liaise with others to implement the props design	6.1. Liaise with relevant personnel to ensure that all production requirements are met, quality standards are adhered to and work is undertaken within time, budget and technical constraints 6.2. Participate in meetings with performers to consult on designs 6.3. Participate in ongoing production meetings and evaluation of the designs 6.4. Ensure that any design modifications are agreed, noted and

ELEMENT	PERFORMANCE CRITERIA
	acted upon 6.5. Inform relevant personnel of design changes 6.6. Update any required documentation and record and file in accordance with enterprise requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:
 - collect and interpret creative information, scripts and images
 - negotiate with and lead teams
 - prepare/present reports and design briefs
 - visualise and interpret creative concepts
- initiative and enterprise skills sufficient to:
 - adapt props construction across styles, genres and art forms including film, television and live performance in dance, music, drama
 - exercise a high level of creativity and ingenuity
 - maintain design integrity
- literacy skills sufficient to interpret construction specifications
- numeracy skills sufficient to cost and budget for props design
- planning and organising skill sufficient to:
 - access raw, part-processed and processed materials and components from a range of sources and suppliers and ascertaining their suitability
 - manage information
 - manage projects and budgets
 - undertake production scheduling and human resource management
 - undertake research in relation to production design, including creative interpretation and adaptation
 - work under pressure, work to deadlines and manage time
- technical skills sufficient to:
 - draw (including perspective and technical drawing)
 - work with specialised materials

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- art finishing methods such as breaking down, ageing, dyeing, stencilling, screen printing, painting, appliqué, beading, component application
- basic photography
- behaviour of materials, finishes, painting techniques and colours under lighting
- construction/manufacturing methods and implementation issues associated with the realisation of props designs
- copyright, moral rights and intellectual property legislation in relation to production design
- current and emerging technologies relevant to props design
- documentation formats used for props design
- ethical standards and protocols for designers working in the cultural industries
- expressive qualities of props as they relate to the nature of the work, the style of the production and the qualities of the performance
- principles and elements of design and their relevance to props designer
- principles and techniques of design and script breakdown
- production scheduling process and its interrelationship with the design process
- properties, application and durability of materials used for prop construction
- relationship between design elements (costume, sets, lighting, props, sound)
- role of props design within the overall artistic direction of a production
- role of the props designer and relationship with other production personnel
- sources and availability of materials/equipment for props design and construction
- testing finished and unfinished materials such as fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard

Evidence Guide

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 following is essential:

- ability to communicate and negotiate with a production team
- ability to develop and realise creative props design concepts which meet production requirements and constraints

EVIDENCE GUIDE	
	• ability to project manage the design process • ability to research, interpret and adapt design concepts.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of equipment as listed in the Range Statement • access to production scripts/performance outlines on which designs can be based • access to resources for the development and realisation of designs (including equipment, materials, financial and human resources) • access to suitable venues for the realisation of productions • access to appropriate learning and assessment support when required • the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • evaluation of props designs created by the candidate, including finished products/sketches • oral questioning/interview aimed at evaluating the processes used by candidate in developing and realising the creative concept • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCMM401A Make a presentation • CUEDES04B Establish and refine a brief • CUEDES05B Manage design realisation • CUEFIN01C Develop a budget • CUEFIN02C Manage a budget • CUEIND02B Research and evaluate theatrical references to inform industry practice • CUEPRP03B Apply a general knowledge of props construction

EVIDENCE GUIDE

	• CUESET04C Use research, innovation and experimentation to create props • CUESET17B Develop props construction plans to meet design requirements • CUETEM01C Coordinate production operations • CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept • FNSICGEN402B Participate in negotiations.

Range Statement**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:

- choreographer
- costume production personnel
- designer
- director (art, photography, technical)
- floor manager
- performer
- producer
- production designer/manager
- props production personnel
- specialist/technical staff
- wardrobe department personnel
- wardrobe supervisor/manager

Production may include:

- animated productions
- commercials
- documentaries
- feature films
- filmed events or performances
- live or pre-recorded television productions
- music video
- short films

RANGE STATEMENT	
	• television productions of any type (e.g. music, drama, comedy, variety, sport)
Factors may include:	• available expertise • available resources (human, financial, physical) • available technology • budget • director's approach/instructions • level of assistance available during implementation and construction • needs of other production areas • regulations • space/venue specifications or restrictions • style/period/nature/scale of production • timelines
References may include:	• collages • computer databases • contact with historical associations • digital images • libraries • manual files • models • musical scores • newspapers, reference books, journals, texts • paintings and illustrations • photographs • scripts (adapted or original) • sketches • talking and listening to experts • technical production drawings • use of the internet • watching documentary films and videos • writings of the period
Props may include:	• cable controlled • costume (armour, weapons, jewellery) • electrically controlled • equipment • furniture • hand props (food and beverage, blood, gore) • mechanised • pneumatically controlled

RANGE STATEMENT	
	• pre-production prototypes • special effects • vehicles
<i>Accurate record of the design</i> may include:	• collages • colour illustrations • fabrics • material swatches • mock-ups • models • photographs • plans (computer or manually generated) • sample/prototype props • sketches • specifications • technical drawings
<i>Construction plans</i> may include:	• construction materials: • adhesives • fabrics • fasteners • fibreglass • leather • masonite • metal products (e.g. bars, tubes, sheets) • mouldable materials • moulded or cast metal • paper products • plaster • plastics • polystyrene • thermoplastic • timber/timber products • construction techniques: • ageing • gluing • metalwork (e.g. cutting, welding, brazing) • moulding • painting • sculpting (and other shaping methods)

RANGE STATEMENT	
	woodworking
<i>Production requirements</i> may include:	- occupational, public health & safety requirements: - commonwealth, state and territory OHS regulations - local government construction legislation and regulation - national and international standards, guidelines and codes of practice - production environments: - on location (interior, exterior) - outside broadcast - stage/theatre/venue - studio

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

CUESCE04C Use research, innovation and experimentation to produce scenic art

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to research and experiment with various techniques and media to achieve new scenic art effects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Scenic artists and designers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. Typically this process takes place after the creation of the overall set design, or it can be an integral part of the design process. This unit has linkages to other scenic art units and units within the Visual Arts, Craft and Design Training Package. Combined assessment and or training with some of those units may be appropriate. It is strongly recommended that this unit be assessed with or after other scenic art units which focus on the development of techniques.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify the potential or need for new techniques and media	1.1. Analyse design or production elements to determine areas where <i>research</i> and experimentation may be appropriate 1.2. Pro-actively assess the potential for the use of new painting <i>techniques</i> and media to maximise the effectiveness of scenic art
2. Conduct research	2.1. Undertake relevant research to identify the historical, cultural and other factors that might influence techniques or media 2.2. Research, adapt and use relevant ideas and approaches from other practitioners with consideration of <i>intellectual property, moral rights and copyright requirements</i>

ELEMENT	PERFORMANCE CRITERIA
	2.3. Identify appropriate specialists who may be able to contribute to the overall realisation of scenic art elements 2.4. Maintain references in an accessible form to allow for use by other colleagues as required 2.5. Use research material to adapt styles for integration into scenic art production
3. Experiment with scenic art techniques and different media	3.1. Conduct or coordinate trials to establish the best ways in which the desired scenic art effect can be achieved, including experimentation with: colour mixes, textures, materials and painting styles 3.2. Assess results of experimentation, balancing the need for creative effectiveness and cost practicality 3.3. Select, adapt or introduce new materials, tools, equipment or technology for the achievement of different effects 3.4. Liaise with colleagues to provide information on the results of experimentation and to make appropriate decisions on new techniques and media 3.5. Set-up or coordinate specific resource requirements which arise from the use of different techniques in accordance with workplace requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills and sources of information to inform research and experimentation on scenic art
- literacy skills sufficient to undertake research and interpret information and material from a broad range of sources
- numeracy skills sufficient to evaluate resource costs

Required knowledge

- the expressive qualities of scenic art as it relates to the nature of the work, the style of the production and the qualities of the performance
- innovative and experimental scenic art production techniques in 2-dimensional

REQUIRED SKILLS AND KNOWLEDGE

(2D) and 3-dimensional (3D)

- ways in which highly effective interaction between the effects produced by scenic art and performance action can be achieved
- the behaviour of various materials, finishes, painting techniques and colours under lighting
- ways of adapting scenic art skills across styles, genres and art forms, including film, television, radio and live performance in dance, music, drama
- colour theory, line, dimension, chiaroscuro, depth and their application on the stage
- painting techniques, including water colour technique and opaque technique
- the use and properties of a range of paints and media
- testing finished and unfinished materials, such as fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard
- the properties and characteristics of a variety of materials before and after art finishing
- costs and costing processes for scenic art elements
- organisational and legislative occupational health and safety requirements particularly in relation to scenic art, e.g. fire-proofing
- copyright, moral rights and intellectual property issues and legislation as they apply to scenic art
- environmental issues associated with tools and materials used in scenic art and potential issues associated with new approaches

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- in depth knowledge of a wide range of techniques and media that may be used and adapted for scenic art
- ability to create innovative scenic art effects through appropriate research and experimentation.

Context of and specific resources for

The assessment context must provide for:

EVIDENCE GUIDE	
assessment	creative collaboration with others in a process to experiment with new techniques to achieve effects for a particular production requirement.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of effects developed by the candidate to meet a particular brief - evaluation of ideas and methods developed by the candidate to create a range of different effects and production contexts - oral or written questioning to assess knowledge of materials and techniques - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: scenic elements, equipment and materials as identified in the Range Statement.

Range Statement

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.	
Research may involve:	approaching individuals with relevant expertise

RANGE STATEMENT	
	• conducting material and technical experiments and tests • reviewing approaches of other practitioners • reviewing work for other productions • seeking out information in books, journals, newspapers • visiting exhibitions, museums
Techniques and methods used may include:	• ageing • anti-clogging techniques for scenic gauzes • glazing • marbling • perspective • pouncing • preparation • priming • scaling up drawings • stencilling, e.g. rollers and stamps • traditional scene painting techniques for canvas • transparent painting for silk and nessel cloths • velour and velvet painting techniques • woodgraining
Intellectual property, moral rights and copyright requirements may relate to:	• extent to which the work may be used • procedures for seeking permission to use the work of others, including systems for the administration of copyright • protocols for the adaptation of work by others
Scenic art elements may include:	• canvas • flats • flooring and floor cladding, eg: tarkett • flown pieces • gauze • large props, eg: furniture • nessel • rakes • roster • scaffolding • silk • soft drapes, eg: legs border, cycloramas, back drops, drops

RANGE STATEMENT	
	• stairs • synthetic fabrics, eg: plastics • treads • velour • wool
Materials used may include:	• adhesives • dyes • fire retardant • solvent-based paints • stains • texture mediums • water-based paints
Painting styles may include:	• architectural • figurative • non-figurative

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - scenic art

Co-requisite units

Co-requisite units		

CUESCE05B Apply a general knowledge of scenic art

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the foundation skills and knowledge required to use a range of techniques, materials and equipment for the production of scenic art. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with creating scenic art in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. At this level their work would be closely supervised. The role includes the need for an understanding of basic techniques for producing scenic art. This unit underpins all other scenic art units and also has linkages to units within the Visual Arts Craft and Design Training Package. Combined assessment and/or training with those units would be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Make preparations for scenic art production	- Liaise with supervisor to determine the nature of <i>scenic art</i> to be created - Correctly identify and select appropriate <i>materials</i> for scenic art production in accordance with instructions and the intended use for the piece - Calculate correct quantities of materials required and minimise waste where possible - Select appropriate <i>equipment</i> and tools in accordance with materials being used and type of scenic art
2. Complete tasks using scenic art tools, equipment and materials	- Correctly and safely use techniques for the production of scenic art - Complete production processes in a logical manner - Follow appropriate safety procedures throughout the process in accordance with organisational and

ELEMENT	PERFORMANCE CRITERIA
	legislative requirements • Work cooperatively with other team members to ensure efficiency and quality in the production process • Identify any problems with processes promptly and take appropriate action within the scope of individual responsibility

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation and read product labels
- numeracy skills sufficient to calculate quantities of materials and take basic measurements

Required knowledge

- the general scope of scenic art items that may be required for different types of production
- general understanding of the scenic art design process and how it relates to other production aspects
- the role of scenic art in theatre, film, TV and other contexts, e.g. corporate
- general understanding of the range of equipment and techniques used in scenic art
- general knowledge of the range of materials used in scenic art, including paints and cloths and their major properties and applications
- overview of basic colour theory
- safety and environmental issues and legislation associated with the production of scenic art

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • ability to safely use scenic art techniques, materials and equipment • knowledge of the properties and applications of different materials, tools and equipment used in scenic art production.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the use of techniques, materials and equipment to contribute to scenic art production.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using particular techniques, tools and equipment • review of items prepared by the candidate in terms of quality of finish/readiness for painting • oral or written questioning to assess knowledge of materials and safety issues • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	This unit requires access to: • materials, tools and equipment commonly used in scenic art production • a work space in which scenic art can be produced.

Range Statement

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

RANGE STATEMENT

regional contexts) may also be included.

Scenic art may include:

- back drops
- construction of scenic art cloths
- cycloramas
- drops
- flats
- flooring and floor cladding
- flown pieces
- large props, e.g. furniture
- preparation and priming of materials
- rakes
- rostra
- scaffolding
- soft drapes
- stairs
- treads
- use of basic painting techniques

Materials may include:

- adhesives
- dyes
- fire retardant
- primer
- solvent-based paints
- stains
- texture mediums
- water-based paints

Equipment may include:

- brushes
- charcoal sticks
- cutting boards and tables
- dyeing facilities
- glue guns
- graining combs
- hammers
- hopper gun
- rollers
- scissors and cutters
- sponges
- spray guns
- stamps
- tacks

RANGE STATEMENT

	• tools, e.g. wire cutters, hammers, pliers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - scenic art

Co-requisite units

Co-requisite units		

CUESCE06B Use scenic art painting techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to use a range of painting techniques required for the production of scenic art. This unit builds on the unit CUESCE05B Apply a general knowledge of scenic art, and underpins other units which focus on the use of more advanced techniques to create special effects and the use of experimentation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Scenic artists, painters and set making staff apply the skills and knowledge outlined in this unit. Generally they work as members of set construction crews under the supervision of a workshop manager. They are responsible for painting and colouring a full range of textures associated with sets and props. Techniques vary but at this level, would generally be limited in range. They require a good understanding of scenic art processes, as well as an appreciation of artistic criteria. This unit also has linkages to a range of other scenic art units, and combined assessment and/or training would be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select scenic art painting techniques	- Correctly identify and select techniques required to produce the desired effect in accordance with production requirements - Confirm techniques in consultation with relevant colleagues - Select appropriate materials, tools and equipment to support the selected techniques - Calculate correct quantities of materials and minimise waste where possible
2. Prepare equipment	Safely prepare equipment and materials selected for the

ELEMENT	PERFORMANCE CRITERIA
and materials	task, taking account of requirements for any hazardous items • Test and mix colours to meet production requirements • Organise work space in a manner which maximises efficiency for the painting process
3. Use scenic art painting techniques	• Safely and correctly apply a range of <i>scenic art painting techniques</i> to achieve the desired <i>scenic art elements</i> • Test and adjust painting techniques where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate quantities and take measurements

Required knowledge

- painting techniques used in scenic art, including the effects achieved by different techniques and the application of techniques to different contexts
- colour theory and paint mixing techniques
- properties and applications of different paints and materials
- environmental and safety issues and legislation associated with materials, tools and equipment for the range of techniques

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

EVIDENCE GUIDE	
competency in this unit	• safe and correct use of painting techniques which result in scenic art which meets production requirements • knowledge of the properties of paints and equipment used in scenic art and the associated safety issues.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the production of a piece of scenic art using nominated painting techniques.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using particular techniques • evaluation of scenic art pieces produced by the candidate • oral or written questioning to assess knowledge of applications of different techniques • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: • painting materials, tools and equipment used for scenic art • a workspace in which scenic art can be produced.

Range Statement

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.	
<i>Relevant colleagues</i> may include:	• designers • supervisors • other scenic artists

RANGE STATEMENT	
	• other technicians
Materials used may include:	• adhesives • dyes • fire retardant • primer • solvent-based paints • stains • texture mediums • water-based paints
Scenic art equipment may include:	• brushes • charcoal sticks • conversion tables • cutting boards and tables • dyeing facilities • glue guns • graining combs • hammers • hopper gun • measuring tapes • rollers • scissors and cutters • sponges • spray guns • stamps • tacks • tools, e.g. wire cutters, hammers, pliers
Within this unit scenic art painting techniques may include:	• flogging • marbling • puddling • rag rolling • scumbling • spattering • sponging • stippling • wood graining
Scenic art elements may include:	• back drops • cycloramas • drops • flats • flooring and floor cladding

RANGE STATEMENT

	• flown pieces • large props, eg furniture • rakes • rostra • scaffolding • soft drapes • stairs • treads

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - scenic art

Co-requisite units

Co-requisite units	It is highly recommended that this unit be assessed with or after the following units: • CUESCE05B Apply a general knowledge of scenic art • CUVDES04B Integrate colour theory and design processes in response to a brief.	

CUESCE07B Create special effects for scenic art

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to use a range of advanced techniques to create special effects for scenic art. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Scenic artists, painters and set making staff apply the skills and knowledge outlined in this unit. Generally they work as members of set construction crews under the supervision of a workshop manager. They are responsible for painting a range of visual effects such as specific textures and trompe l'oeil. They require a good understanding of scenic art processes, as well as an appreciation of artistic criteria. This unit has linkages to a range of other scenic art units and combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess the need for the creation of special effects	1.1.Liaise with relevant colleagues to confirm the need for <i>special effects</i> scenic art 1.2.Read and correctly interpret production schedules, specifications, lists and scale drawings when available 1.3.Assess the need for the use of various special effects based on review of requirements and in consultation with <i>relevant colleagues</i> 1.4.Correctly identify any budgetary or other constraints
2. Test techniques to create special effects	2.1.Identify possible approaches to achieve the effect required and establish criteria for the selection of the final approach 2.2.Conduct <i>appropriate research</i> on different approaches and techniques

ELEMENT	PERFORMANCE CRITERIA
	2.3. Select appropriate tools and equipment for the testing of approaches and techniques 2.4. Test and experiment with a range of techniques and materials which might achieve the effect 2.5. Evaluate testing processes against selection criteria and select the preferred approach based on production requirements 2.6. Communicate and consult with relevant production personnel on special effects options 2.7. Accurately document the selected process, including records of required materials and equipment
3. Produce special effects scenic art	3.1. Select correct tools, equipment and materials in accordance with size/scale requirements 3.2. Calculate correct quantities of materials, avoiding wastage where possible 3.3. Use the selected techniques to produce scenic art

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills required to liaise with other production personnel on scenic art requirements
- literacy skills sufficient to interpret production documentation and conduct research into special effects
- numeracy skills sufficient to calculate quantities

Required knowledge

- broad knowledge of the range of special effects which can be achieved in scenic art
- techniques for the achievement of different types of special effect, including relevant tools, materials and equipment
- safety and environmental issues and legislation associated with materials and equipment used to create effects

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • knowledge of a range of techniques which can be used to create different effects • ability to apply techniques to achieve the desired special effect.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the production of scenic art which requires the achievement of a special effect • interaction with others to reflect the collaborative nature of the process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using techniques to achieve special effects • evaluation of scenic art pieces created by the candidate • oral or written questioning to assess knowledge of techniques, materials and equipment • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: • painting materials, tools and equipment commonly used to create special effects for scenic art • a workspace in which scenic art can be produced.

Range Statement

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.	
<i>Special effects</i> may include:	• particular textures • trompe l'oeil
<i>Relevant colleagues</i> may include:	• designers • other scenic artists • stage carpenters • technicians
<i>Appropriate research</i> sources may include:	• historical data • Internet • previous productions • references and texts • work of other artists
Scenic art <i>equipment</i> may include:	• brushes • charcoal sticks • conversion tables • cutting boards and tables • dyeing facilities • glue guns • graining combs • hammers • hopper gun • measuring tapes • rollers • scissors and cutters • sponges • spray guns • stamps • tacks • tools, e.g. wire cutters, hammers, pliers
<i>Scenic art</i> may include:	• back drops • cycloramas • drops • flats

RANGE STATEMENT

	• flooring and floor cladding • flown pieces • large props, e.g.: furniture • rakes • rostra • scaffolding • soft drapes • stairs • treads

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - scenic art

Co-requisite units

Co-requisite units		

CUESCE08B Realise scenic art designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret scenic art production schedules and realise scenic art designs. As such, it builds on the skills found in other units which focus on specific techniques, to encompass the realisation of a broad range of scenic art types. This unit also underpins units that focus on the use of experimentation to meet design requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Set designers or senior supervising scenic artists apply the skills and knowledge outlined in this unit. They are responsible for ensuring that all scenic art elements are created according to designs and ready for installation in performance spaces. This unit also has linkages to other scenic art units and units within the Visual Arts Craft and Design Training Package. Combined assessment and or training with some of those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine scenic art requirements	1.1. Correctly interpret the scenic art production schedule, scenic art specifications and lists 1.2. Liaise with <i>relevant personnel</i> to confirm the scenic art production requirements 1.3. Contemplate and consider scenic art <i>methods and techniques</i> to ensure that correct visual interpretation of the production requirements is met
2. Prepare for scenic art production	2.1. Accurately project the design line drawings or draw to scale 2.2. Determine the appropriate methods and techniques to be used for the production of <i>scenic art elements</i> , in accordance with the design and specification requirements 2.3. Select and prepare the required equipment, tools,

ELEMENT	PERFORMANCE CRITERIA
	materials and paints in accordance with the design and specification requirements 2.4. Prepare paints in accordance with the design and specifications requirements, occupational health and safety procedures and environmental factors
3. Realise scenic art	3.1. Paint and texture the scenic cloths and sets using the selected materials, techniques and painting styles 3.2. Participate in ongoing discussions with relevant personnel throughout the painting process, to ensure scenic art design requirements are met 3.3. Follow safety procedures during the construction process in accordance with organisational and legislative requirements 3.4. Participate in any ongoing production technique trials to establish the best results during the production of the scenic art elements, including: colour mixes, textures, materials and painting styles 3.5. Identify potential different approaches that may enhance the final outcome and incorporate these into the work process
4. Finish and check scenic art	4.1. Fire proof scenic art elements in accordance with occupational and public health and safety legislative requirements 4.2. Liaise with relevant personnel to evaluate and check the scenic art elements for accuracy and compliance with design and production specification requirements 4.3. Identify and make any necessary adjustments in accordance with discussions, making accurate changes to relevant documentation 4.4. Correctly label and code all scenic art elements for identification during the production 4.5. Store the scenic art elements in accordance with organisational procedures and requirements for the specific type of work 4.6. Clean, maintain and store tools, equipment and materials in accordance with relevant workplace and safety requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate/mix quantities

Required knowledge

- range of materials used in scenic art, including paints and cloths
- capabilities of equipment used in scenic art as specified in the Range Statement
- legislative and organisational occupational health and safety standards, including safe handling of hazardous materials
- colour mixing techniques
- major painting styles such as cubism, surrealism, impressionism and a basic knowledge of architectural styles, features and finishes
- colour theory, line, dimension, chiaroscuro, depth, and their application
- painting techniques such as water colour technique and opaque technique
- the behaviour of various materials, finishes, painting techniques and colours under lighting
- general knowledge of the properties of materials used in set construction
- the application and properties of a range of paints and media used in scenic art realisation
- the properties and characteristics of a variety of materials before and after art finishing
- ways of adapting and combining techniques and materials to achieve different scenic art effects
- environmental issues associated with tools and materials used in scenic art
- awareness of copyright, moral rights and intellectual property issues and legislation

Evidence Guide

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

The following evidence is critical to the judgement of

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competence in this unit: - ability to produce full scale scenic art to meet specific production needs - application of a range of painting techniques to produce varied effects.
Context of and specific resources for assessment	The assessment context must provide for: practical demonstration of skills through the production of multiple full scale scenic art elements which require different effects to be achieved.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - direct observation of the candidate using painting techniques to produce scenic art - evaluation of scenic art produced by the candidate in terms of quality of finish and meeting of design requirements - oral and written questioning to assess knowledge of art styles, techniques and safety issues - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - painting equipment and materials used in scenic art - scenic art design specifications.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT

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:

- designer
- head of department
- supervisor
- other scenic artists

Methods and techniques within this unit could be quite broad in nature and may include:

- anti-clogging techniques for scenic gauzes
- glazing
- marbling
- perspective
- preparation
- priming
- scaling up drawings
- stencilling, e.g. rollers and stamps
- traditional scene painting techniques for canvas
- transparent painting for silk and nessel cloths
- velour and velvet painting techniques
- woodgraining

Scenic art elements may include:

- back drops
- canvas
- cycloramas
- drops
- flats
- flooring and floor cladding, e.g.: tarket
- flown pieces
- gauze
- large props, e.g.: furniture
- nessel
- rakes
- rostra
- scaffolding
- silk
- soft drapes, e.g.: legs border
- stairs
- synthetic fabrics, e.g.: plastics
- treads

RANGE STATEMENT	
	• velour • wool
Materials used may include:	• adhesives • dyes • solvent-based paints • stains • texture mediums • water-based paints
Equipment may include:	• brushes • sponges • spray guns • stamps
Legal and safety requirements may include:	• fire proofing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - scenic art

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following units: • CUESCE05B Apply a general knowledge of scenic art • CUESCE06B Use scenic art painting techniques.	

CUESET04C Use research, innovation and experimentation to create props

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to undertake research and experiment with various techniques and media to achieve new props and props effects. This unit builds on the skills found in other props construction units. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props makers and designers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. Typically this process takes place after the creation of the overall set design, or it can be an integral part of the design process. This unit has linkages to other set construction units and design units, and combined assessment and/or training with those units may be appropriate, e.g.: • CUESET11B Develop set construction plans to meet design requirements • CUESET04C Use research, innovation and experimentation to produce props • CUESCE04C Use research, innovation and experimentation to produce scenic art • Visual arts units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify the potential or need for new construction techniques and media	1.1. Analyse design or production elements to determine areas where <i>research and experimentation</i> may be appropriate 1.2. Pro-actively assess the potential for the use of new construction <i>techniques</i> and <i>media</i> to maximise the effectiveness of props
2. Conduct research	2.1. Undertake relevant research to identify the historical, cultural and other factors that might influence construction techniques or media 2.2. Research, adapt and use relevant ideas and

ELEMENT	PERFORMANCE CRITERIA
	approaches from other practitioners with consideration of intellectual property, moral rights and copyright requirements 2.3. Identify appropriate specialists who may be able to contribute to the overall props realisation 2.4. Maintain references in an accessible form to allow for use by other colleagues as required 2.5. Use research material to adapt styles for practical construction and performance needs
3. Experiment with props construction techniques and different media	3.1. Conduct or coordinate trials to establish the best ways in which the desired props effect can be achieved, including experimentation with: materials, colour, texture, construction techniques and painting styles. 3.2. Follow appropriate safety procedures during experimentation in accordance with organisational and legislative requirements 3.3. Assess results of experimentation balancing the need for creative effectiveness and construction and cost practicality 3.4. Consider safety issues for production and performance personnel in the development of new approaches to set construction 3.5. Select, adapt or introduce new materials, tools, equipment or technology for the achievement of different effects 3.6. Liaise with colleagues to provide information on the results of experimentation and to make appropriate decisions on new techniques and media

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills and sources of information to inform research and experimentation on set construction
- literacy skills sufficient to undertake research and interpret information and material from a broad range of sources

REQUIRED SKILLS AND KNOWLEDGE

- numeracy skills sufficient to evaluate resource costs

Required knowledge

- the expressive qualities of props as they relate to the nature of the work, the style of the production and the qualities of the performance
- innovative and experimental props construction techniques for a wide range of props
- ways in which design concepts can be translated into creative and workable props solutions
- the behaviour of various materials under different types of lighting
- ways of adapting props construction methods skills across styles, genres and art forms, including film, television, radio and live performance in dance, music, drama
- techniques for testing finished and unfinished materials, such as fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard
- the properties and characteristics of a variety of materials before and after art finishing
- sources of raw, part-processed and processed materials and components
- costs and costing processes for props construction
- organisational and legislative occupational health and safety procedures in relation to props construction
- copyright, moral rights and intellectual property issues and legislation as they apply to props
- environmental issues associated with tools and materials used in scenic art and potential issues associated with new approaches

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- in depth knowledge of a wide range of techniques and media that may be used and adapted for prop construction

EVIDENCE GUIDE	
	ability to create innovative props effects through appropriate research and experimentation.
Context of and specific resources for assessment	The assessment context must provide for: creative collaboration with others in a process to experiment with new techniques to achieve effects for a particular production requirement.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of effects developed by the candidate to meet a particular brief - evaluation of ideas and methods developed by the candidate to create a range of different effects and production contexts - oral or written questioning to assess knowledge of materials and techniques - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: set designs, set elements and devices, materials and techniques.

Range Statement

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

RANGE STATEMENT	
regional contexts) may also be included.	
The need for research and experimentation on props techniques and media may be related to requirements for:	• budgetary limitations • overall creative direction • special effects
Techniques may include:	• gluing • metalwork, e.g.: cutting, welding, brazing • moulding • painting • sculpting and other shaping methods • woodworking
Media for props construction may include:	• adhesives • fabric • fabrics • fasteners • fibreglass • leather • masonite • metal products, e.g.: • bars • tubes • sheets • moulded or cast metal • mouldable materials • moulded or cast metal • paper products • plaster • plastics, e.g.: moulded sheet • polystyrene • thermoplastic • timber • timber products, e.g.: • plywood • particle board • craftwood • masonite

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following units: - CUFSET301A Assemble and maintain sets - CUESET11B Develop set construction plans to meet design requirements.	

CUESET05C Apply set construction techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge to apply basic carpentry skills to the construction of sets within any production in the cultural industries. As such it focuses on the particular A person working under supervision would generally undertake this role. Skills working with hand and power tools would be required to complete this unit. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with the construction of sets in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. In this role they use hand and power tools, and a range of materials and techniques, to create simple set elements such as flats and treads. At this level their work would be closely supervised.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select equipment and materials for set construction	1.1. Liaise with supervisor to determine the nature of <i>set construction</i> requirements 1.2. Correctly identify and select appropriate <i>materials</i> for set construction in accordance with supervisor's instructions 1.3. Calculate correct quantities of materials required and minimise waste where possible 1.4. Select appropriate equipment and tools in accordance with materials being used and type of set construction required
2. Use set construction techniques	2.1. Correctly use <i>techniques</i> to construct set elements 2.2. Complete the set construction process in a logical manner 2.3. Follow appropriate safety procedures throughout the set construction process in accordance with organisational and <i>legislative requirements</i> 2.4. Work cooperatively with other team members to

ELEMENT	PERFORMANCE CRITERIA
	ensure efficiency and quality in the set construction process 2.5. Identify any problems with the set construction process promptly and take appropriate action within the scope of individual responsibility

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret safety instructions
- numeracy skills sufficient to calculate quantities and take measurements

Required knowledge

- terminology used in set construction, including types of scenery, joints and fixing systems
- stage geography terminology
- particular types of materials used for set construction, rationale for selection of these materials and their properties, applications and durability
- particular techniques used in set construction and rationale, including common types of joints and assembly techniques
- safety issues associated with the construction of sets, including various fireproofing techniques for different materials
- format and meaning of technical drawings used to inform set construction
- organisational and legislative occupational health and safety requirements, in particular with regard to safe manual handling techniques and working with hazardous substances

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • understanding of the properties, applications and durability of different types of materials that can be used to make set elements • correct and safe use of techniques to construct simple set elements.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through construction of set elements on more than one occasion • completion of set construction tasks within realistic workplace timeframes.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using techniques to construct set elements • evaluation of items constructed by the candidate in terms of quality finishing and appropriate structural soundness • oral or written questioning to assess knowledge of set construction and stage geography terminology • portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • materials, tools and equipment required to construct simple set elements • a workspace in which construction can take place.

Range Statement

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.

Set construction techniques at this level would generally involve construction of the following:	• braces • doors built into a flat • flats • flown pieces • treads • windows built into a flat
Set materials may include:	• adhesives • craftwood, Masonite, plywood • fabric • fasteners • fibreglass, canvas and other fabrics • metal products, e.g.: bars, tubes, sheets, moulded or cast metal • paper • particle board • plastics, e.g.: moulded • sheet • timber • timber products
Appropriate techniques may include:	• fastening • gluing • joining • metalworking, e.g.: welding, cutting • timber construction techniques, e.g. cutting
Occupational and public health and safety legislative requirements may include:	• Commonwealth, State and Territory occupational health and safety regulations • relevant local government legislation and regulation • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - sets

Co-requisite units

Co-requisite units	This unit has linkages with a range of other general building and construction units and set construction units. It is strongly recommended that this unit be assessed with or after the following units:	
	CPCCCM1005A	Carry out measurements and calculations
	MEM18001C	Use hand tools

CUESET07C Use research, innovation and experimentation to create sets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to undertake research and experiment with various techniques and media to achieve new set effects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Set builders and designers in the entertainment and screen and media industries apply the skills and knowledge outlined in this unit. Typically this process takes place after the creation of the overall set design, or it can be an integral part of the design process. This unit also has linkages to other set construction units and design units, and combined assessment and/or training with those units may be appropriate, e.g.: • CUESET501A Conceive, develop and realise set designs • CUFPRP01B Conceive, develop and realise props designs • CUESET04C Use research, innovation and experimentation to create props.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify the potential or need for new construction techniques and media	1.1. Analyse design or production <i>elements</i> to determine areas where <i>research and experimentation</i> may be appropriate 1.2. Pro-actively assess the potential for the use of new construction <i>techniques</i> and <i>media</i> to maximise the effectiveness of set designs
2. Conduct research	2.1. Undertake relevant research to identify the historical, cultural and other factors that might influence construction techniques or media 2.2. Research, adapt and use relevant ideas and

ELEMENT	PERFORMANCE CRITERIA
	approaches from other practitioners with consideration of intellectual property, moral rights and copyright requirements 2.3. Identify appropriate specialists who may be able to contribute to the overall set design realisation 2.4. Maintain references in an accessible form to allow for use by other colleagues as required 2.5. Use research material to adapt styles for practical construction and performance needs
3. Experiment with set construction techniques and different media	3.1. Conduct or coordinate trials to establish the best ways in which the desired set effect can be achieved, including experimentation with: colour mixes, textures, materials, construction techniques and painting styles 3.2. Assess results of experimentation balancing the need for creative effectiveness and construction and cost practicality 3.3. Consider safety issues for production and performance personnel in the development of new approaches to set construction 3.4. Select, adapt or introduce new materials, tools, equipment or technology for the achievement of different effects 3.5. Liaise with colleagues to provide information on the results of experimentation and to make appropriate decisions on new techniques and media 3.6. Set-up or coordinate specific resource requirements which arise from the use of different techniques in accordance with workplace requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ways of adapting set construction skills across styles, genres and art forms, including film, television, radio and live performance in dance, music, drama
- research skills and sources of information to inform research and experimentation on set construction

REQUIRED SKILLS AND KNOWLEDGE

- costs and costing processes for set elements
- literacy skills sufficient to undertake research and interpret information and material from a broad range of sources
- numeracy skills sufficient to evaluate resource costs

Required knowledge

- the expressive qualities of set construction as it relates to the nature of the work, the style of the production and the qualities of the performance
- innovative and experimental set construction techniques in 2-dimensional (2D) and 3-dimensional (3D)
- ways in which highly effective interaction between the effects produced by sets and performance action can be achieved
- the behaviour of various materials under different types of lighting
- techniques for testing finished and unfinished materials, eg fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard
- the use and properties of a range of paints and media not generally used in set construction
- the properties and characteristics of a variety of materials before and after art finishing
- testing finished and unfinished materials, such as fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard
- sources of raw, part-processed and processed materials and components from a range of sources and suppliers, and ascertaining their suitability
- organisational and legislative occupational health and safety procedures particularly in relation to set construction
- copyright, moral rights and intellectual property issues and legislation as they apply to sets
- environmental issues associated with tools and materials used in sets and potential issues associated with new approaches

Evidence Guide**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**

The following evidence is critical to the judgement of

EVIDENCE GUIDE	
competency in this unit	competence in this unit: • in depth knowledge of a wide range of techniques and media that may be used and adapted for set construction • ability to create innovative set effects through appropriate research and experimentation.
Context of and specific resources for assessment	The assessment context must provide for: • creative collaboration with others in a process to experiment with new techniques to achieve effects for a particular production requirement.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of effects developed by the candidate to meet a particular brief • evaluation of ideas and methods developed by the candidate to create a range of different effects and production contexts • oral or written questioning to assess knowledge of materials and techniques • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • set designs, set elements and devices, materials and techniques.

Range Statement

RANGE STATEMENT

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.

Set ***elements*** and devices on which research and experimentation could be required may include:

- automated and animatronic devices
- electrical and mechanical winches
- flats
- flooring and floor cladding, e.g. tarkett, rakes
- flown pieces
- hydraulics
- large props, e.g. furniture
- lifts
- pneumatics
- revolves
- rostra
- scaffolding
- set building accessories, e.g. castors, slides, tracks, wires, pulleys
- soft drapes, e.g. legs, borders, cycloramas, backdrops, drops
- stairs
- traps
- treads
- trucks

The need for ***research and experimentation*** on set construction techniques and media may be related to design requirements for:

- new effects
- overall creative direction
- special effects

Appropriate ***techniques*** may include:

- fabrication
- metalworking
- timber construction techniques
- welding and soldering

Media for set construction may include:

- adhesives
- canvas and other fabrics
- fabric
- fasteners
- fibreglass

RANGE STATEMENT

	- metal products, e.g. bars, tubes, sheets, moulded or cast metal - paper - plastics, e.g. moulded, sheet

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - sets

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following units:	
	CUESET302A	Make sets
	CUESET11B	Develop set construction plans to meet design requirements

CUESET09B Construct soft scenery

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to construct soft scenery for theatrical productions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with the construction of sets in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. In this role they construct soft scenery which refers to set items where the main materials used are cloth, e.g. legs, borders, floor cloths, cut cloths and sky cloths. As such, this unit focuses on the materials and techniques particular to these set elements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select equipment and materials for soft scenery construction	- Correctly interpret set plans to determine <i>soft scenery</i> requirements - Identify and select appropriate <i>materials</i> for soft scenery in accordance with production requirements - Calculate correct quantities of materials required and minimise waste where possible - Select appropriate equipment and tools in accordance with materials being used and the type of soft scenery required
2. Use techniques to create soft scenery	- Correctly use <i>techniques</i> to construct soft scenery elements - Complete the construction process in a logical manner - Follow appropriate safety procedures throughout the set construction process in accordance with organisational and <i>legislative requirements</i> - Work cooperatively with other team members to ensure work efficiency and quality of soft scenery - Identify any problems with the soft scenery construction process promptly and take appropriate action within the scope of individual responsibility

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret set plans
- numeracy skills sufficient to calculate quantities and take measurements

Required knowledge

- terminology used in relation to soft scenery, including types of soft scenery and associated parts
- stage geography terminology
- particular types of materials used for soft scenery construction, rationale for selection of these materials and their properties, applications and durability
- particular techniques used to construct different soft scenery items and rationale
- format and meaning of technical drawings used to inform set constructions
- organisational and legislative occupational health and safety requirements, in particular with regard to safe manual handling techniques and working with hazardous substances

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- understanding of the properties, applications and durability of different types of materials that can be used to make soft scenery
- correct and safe use of techniques to construct soft scenery elements.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through construction of soft scenery on more than one occasion

EVIDENCE GUIDE	
	completion of soft scenery construction tasks within realistic workplace timeframes.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - direct observation of the candidate using techniques to construct soft scenery - evaluation of soft scenery items constructed by the candidate in terms of quality finishing and appropriate structural soundness - oral or written questioning to assess knowledge of soft scenery construction techniques and stage geography terminology - portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - materials, tools and equipment required to construct soft scenery - a work space in which construction can take place.

Range Statement

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.	
<i>Soft scenery</i> refers to any item where the main materials used are	- borders - cut cloths

RANGE STATEMENT	
cloth, canvas or other pliable material. It must include:	• floor cloths • legs • sky cloths
Materials may include:	• canvas • gauze • nessel • silk • synthetic fabric • velour • wool
Techniques for constructing soft scenery may include:	• fastening • fixing of ties and fasteners • gluing • joining • reinforcing • sewing
Occupational and public health and safety legislative requirements may include:	• Commonwealth, State and Territory occupational health and safety regulations • relevant local government legislation and regulation • relevant National and International standards, guidelines and Codes of Practice, e.g. the Building Code of Australia

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - sets

Co-requisite units

Co-requisite units	This unit has linkages with a range of other general technical and set construction units. It is strongly recommended that this unit be assessed with or after the following units:	
	LMTCL2001B	Use a sewing machine
	MEM18001C	Use hand tools

CUESET10B Construct mechanical sets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to construct mechanical and flown sets for any type of production/event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with the construction of sets in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. In this role they construct mechanical set items, that is, any set element that requires the use of a mechanical device for operation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess requirements for mechanical sets	1.1.Liaise with <i>relevant colleagues</i> to confirm requirements for <i>mechanical sets</i> 1.2.Correctly interpret production schedule, specifications, lists and drawings when available 1.3.Assess information to determine <i>construction and safety issues</i> associated with mechanical sets, including safety requirements
2. Select equipment and materials for mechanical sets	2.1.Select appropriate <i>equipment and materials</i> for mechanical set construction based on the way in which the set piece is to be used and the advantages and disadvantages of different options 2.2.Identify relevant budgetary or other constraints when making construction decisions 2.3.Calculate correct quantities of materials avoiding wastage where possible
3. Construct mechanical sets	3.1.Use techniques, tools and materials correctly and safely to create mechanical set pieces 3.2.Check items produced in terms of durability, quality of finish and suitability for production requirements 3.3.Check and test operation of completed set pieces to ensure safety in accordance with relevant organisational and legislative standards 3.4.Identify the need for adjustments and action

ELEMENT	PERFORMANCE CRITERIA
	accordingly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate measurements and quantities and to interpret construction plans

Required knowledge

- typical ways in which mechanical sets are used to meet varying production needs, including the ways in which devices can achieve different effects on stage
- properties and applications of devices used in mechanical sets, including an understanding of cables, levers, fulcrums and issues associated with electrically-controlled sets
- safety issues associated with mechanical sets and with the tools, equipment and materials used for construction

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- safe and correct use of techniques to integrate the use of mechanical devices into set construction
- knowledge of specific mechanical devices used within set construction, their uses and associated safety issues.

EVIDENCE GUIDE	
Context of and specific resources for assessment	The assessment context must provide for: - practical demonstration of skills through the construction of more than one mechanical set - use of industry-current technology and materials for the construction process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - direct observation of the candidate using equipment, tools and materials to construct mechanical sets - evaluation of mechanical sets constructed by the candidate in relation to quality of finish and safe operation - case studies to assess ability to adapt construction methods for different production requirements - oral or written questioning to assess knowledge of safety issues, materials, techniques and equipment - review of portfolios of evidence or third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: - materials, equipment and tools required to construct a range of set elements - venue/location in which sets can be constructed - set specifications and drawings.

Range Statement

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.	
<i>Relevant colleagues</i> may include:	- designers - director - director of photography

RANGE STATEMENT	
	• floor manager • performers • producer • production designer • technical director • other set construction personnel • other technical staff
<i>Mechanical sets</i> may include:	• lift traps • revolves • stage trucks • travelator • treadmill
<i>Construction and safety issues</i> for mechanical sets may relate to:	• availability of power • need for specialised materials • specific safety requirements for flown scenery • stage or venue capacity, e.g. level of stage mechanisation available
<i>Equipment and materials</i> specific to mechanical set construction may include:	• chains • cradles • motors • pulleys • weights • winches • wiring/cabling

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - sets

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after other set construction units such as:	
	CUESET05C	Apply set construction techniques
	CUESET09B	Construct soft scenery
	CUESET302A	Make sets

CUESET11B Develop set construction plans to meet design requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret the set design and develop practical construction plans and specifications to meet design requirements for a complete set. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior or experienced set builders apply the skills and knowledge outlined in this unit. In this role they are responsible for liaising with workshop managers and designers and could be supervising others. This unit also has linkages to other set construction units and combined assessment and/or training in conjunction with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	It is strongly recommended that this unit be assessed with or after the following unit:	
	CUESET302A	Make sets

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the set design from a construction perspective	1.1. Read and interpret the set design and other <i>production documentation</i> to determine the scope and nature of <i>set elements and devices</i> that need to be constructed 1.2. Contemplate and consider set construction methods and <i>techniques</i> which will lead to the best visual realisation of the design concept while meeting production budgets 1.3. Identify potential <i>practical construction problems and limitations</i> with proposed designs and communicate these to <i>relevant personnel</i> 1.4. Assess potential solutions and develop creative approaches to minimise problems and limitations

ELEMENT	PERFORMANCE CRITERIA
	1.5. Liaise with design and other relevant personnel to discuss and confirm construction requirements
2. Develop set construction plans and drawings	2.1. Translate the set design into a practical plan for set construction in accordance with production requirements and relevant codes and regulations 2.2. Ensure that set construction meets aesthetic requirements and provides the correct visual interpretation of the production requirements 2.3. Identify and consider any specific production or performance issues that will impact on the nature of set construction 2.4. Identify and consider any safety issues that will need to be integrated into the construction process 2.5. Complete accurate specifications and drawings to a level of detail sufficient to guide the construction process 2.6. Correctly identify the materials, tools and equipment required for set construction, including budgetary estimates to meet production requirements 2.7. Communicate practical details for set construction to appropriate personnel at the appropriate time to ensure deadlines can be met and workflow efficiency is maximised

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills for the evaluation of information that impacts on set construction planning
- communication and negotiation skills in relation to working with creative personnel to realise design concepts

Required knowledge

- techniques for creating technical plans from designs or other sources, e.g. painting, photograph, drawing, description
- construction methods used to achieve a range of commonly required set effects
- features, formats and contents of construction specifications and how to develop

REQUIRED SKILLS AND KNOWLEDGE

these

- costs of materials typically used in set construction
- typical stage dimensions, constructions and their impact on set construction planning
- organisational and legislative occupational health and safety procedures in relation to planning and completion of set construction work

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- effective communication skills to liaise with designers/directors
- ability to translate design concepts into creative and workable set construction plans
- ability to develop accurate construction specifications and drawings on which construction tasks can be based.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the creation of construction plans for more than one production
- involvement of and interaction with a team to reflect the collaborative nature of the set construction process.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of sets for which the candidate has made the construction plans
- case studies to assess ability to develop construction plans for a range of different designs/production needs

EVIDENCE GUIDE	
	• discussion with those involved in the set construction process regarding the quality and accuracy of specifications, drawings and plans • evaluation of specifications and drawings produced by the candidate • oral and written questioning to assess knowledge of set construction techniques and safety issues • portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • set designs from which the candidate can develop construction plans.

Range Statement

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.	
<i>Production documentation</i> may include:	• costume plots • drawings • lighting design • paintings • photographs • scripts • set design • sound design • venue specifications

RANGE STATEMENT	
<i>Set elements and devices</i> may be required for interior or exterior conditions and may include:	• backdrops • borders • cycloramas • drops large props, eg furniture • flats • flooring and floor cladding, eg tarkett • flown pieces • lifts • pulleys • rakes • revolves • rostra • scaffolding • set building accessories, eg castors • slides • soft drapes, eg legs • stairs • tracks • traps • treads • trucks • wires
Appropriate <i>techniques</i> may include:	• fastening • gluing • joining • metalworking, eg welding cutting • timber construction techniques, e.g. cutting
<i>Practical construction problems and limitations</i> may relate to:	• building regulations • construction risks • durability • safety considerations technical and performance personnel • size of performance space • timelines
<i>Relevant personnel</i> may include:	• carpenters • designers • external suppliers • other technical specialists • production manager • stage manager

RANGE STATEMENT	
Occupational and public health and safety legislative requirements may include:	• Commonwealth, State and Territory occupational health and safety regulations • fire proofing of all set and scenic elements • relevant local government legislation and regulation. • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia
Set materials may include:	• adhesives • canvas and other fabrics • craftwood • fabric • fasteners • fibreglass • Masonite • metal products, e.g. bars, tubes, sheets, moulded or cast metal • paper • particle board • plastics, e.g. moulded • sheet • timber • timber products, e.g. plywood

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - sets

Co-requisite units

Co-requisite units		

CUESET17B Develop props construction plans to meet design requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret the set/prop design and develop practical construction plans and specifications to meet design requirements for props. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior or experienced props personnel apply the skills and knowledge outlined in this unit. In this role they are responsible for liaising with workshop managers and designers and could be supervising others. This unit has linkages to props construction units and to general drawing units. It is strongly recommended that this unit be assessed with or after those units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret set/props design from a construction perspective	1.1. Read and interpret the set/ <i>props</i> design and other <i>production documentation</i> to determine the scope and nature of props requirements 1.2. Contemplate and consider props construction <i>methods and techniques</i> which will lead to the best realisation of the design concept while meeting production budgets 1.3. Identify potential <i>practical construction problems</i> and limitations with proposed designs and communicate these to <i>relevant personnel</i> 1.4. Assess potential solutions and develop creative approaches to minimise problems and limitations 1.5. Liaise with design and other relevant personnel to discuss and confirm construction requirements
2. Develop props	2.1. Translate the design into a practical plan for <i>props</i>

ELEMENT	PERFORMANCE CRITERIA
construction plans and drawings	construction in accordance with production requirements and relevant codes and regulations 2.2. Ensure that props construction meets the aesthetic requirements and provides the correct visual interpretation of the production requirements 2.3. Identify and consider any specific production or performance issues that will impact on the nature of props construction 2.4. Identify and consider any safety issues that will need to be integrated into the construction process and the way in which props will be used 2.5. Complete accurate specifications and drawings to a level of detail sufficient to guide the construction process 2.6. Correctly identify the materials, tools and equipment required for props construction, including budgetary estimates to meet production requirements 2.7. Communicate practical details for props construction to relevant personnel at the appropriate time to ensure deadlines can be met and workflow efficiency is maximised

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills particularly in relation to the evaluation of information that impacts on prop construction planning
- communication and negotiation skills particularly in relation to working with creative personnel to realise design concepts

Required knowledge

- techniques for creating technical plans from designs or other sources, e.g. painting, photograph, drawing, description
- construction methods used to achieve a range of commonly required props effects
- features, formats and contents of construction specifications and how to develop these
- costs of materials typically used in props construction

REQUIRED SKILLS AND KNOWLEDGE

- organisational and legislative occupational health and safety procedures particularly in relation to planning and completion of props construction work

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- effective communication skills to liaise with designers/directors
- ability to translate design concepts into creative and workable construction plans
- ability to develop accurate construction specifications and drawings on which construction tasks can be based.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the creation of construction drawings/plans for props for more than one production
- involvement of and interaction with a team to reflect the collaborative nature of the props construction process

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of props for which the candidate has made the construction plans
- case studies to assess ability to develop plans for a range of different props designs/production needs
- evaluation of specifications and drawings produced by the candidate
- oral and written questioning to assess knowledge of props constructions issues and techniques

EVIDENCE GUIDE	
	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: props designs from which the candidate can develop construction plans.

Range Statement

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.	
<i>Props</i> may include:	- cable controlled props - costume props, e.g.: armour, weapons, jewellery - electrically controlled - equipment - furniture - hand props, e.g.: food and beverage, blood, gore - mechanised props - pneumatically controlled props - pre-production prototypes - special effects props - vehicles
<i>Production documentation</i> may include:	- costume plots - drawings - lighting design

RANGE STATEMENT	
	• paintings • photographs • scripts • set design • sound design • venue specifications
Methods and techniques within this unit could be quite broad in nature and may include:	• gluing • metalwork, e.g. cutting, welding, brazing • moulding • painting • sculpting and other shaping methods • woodworking
Practical construction problems and limitations may relate to:	• building regulations • construction risks • durability • safety considerations technical and performance personnel • size of performance space • timelines
Relevant personnel may include:	• carpenters • designers • external suppliers • production managers • stage managers • other technical specialists
Props are constructed from a range of different media. Media may include:	• fabric • fabrics • fibreglass • leather • masonite • metal products, e.g.: bars, tubes, sheets • mouldable materials • moulded or cast metal • paper products • plaster • plastics, e.g.: moulded sheet • polystyrene • thermoplastic • timber • timber products, e.g.: plywood, particle board,

RANGE STATEMENT	
	craftwood
Occupational and public health and safety legislative requirements may include:	• Commonwealth, State and Territory occupational health and safety regulations • relevant local government legislation and regulation • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia. • safety and legal requirements include fire proofing of all set and scenic elements.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

CUESET302A Make sets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret set construction schedules and specifications, and to produce sets for any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit describes the skills and knowledge required to interpret set construction schedules and specifications, and to produce sets for any production within the cultural industries. It builds on the skills found in the unit CUESET05C Apply set construction techniques to include the full construction of a wider range of set elements and liaison with other technical and creative personnel. This unit also underpins units that focus on set construction planning and the use of experimentation to meet design requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine set requirements	1.1. Correctly interpret the set production schedule, set specifications, lists and scale drawings 1.2. Liaise with <i>relevant personnel</i> to confirm the set construction requirements 1.3. Contemplate and consider <i>set construction methods</i> and techniques to ensure that correct visual interpretation of the <i>production requirements</i> is met through close liaison with relevant personnel
2. Prepare for set construction	2.1. Determine the accurate measurements for the construction of the <i>set item</i> and make appropriate alterations to the scale drawings 2.2. Determine the appropriate methods and techniques to be used for the production of the set, in accordance with the design and specification

ELEMENT	PERFORMANCE CRITERIA
	requirements 2.3. Select and prepare the required equipment, tools and materials in accordance with the design and specification requirements
3. Construct sets	3.1. Construct sets using selected materials, construction techniques and finishes 3.2. Construct various set elements in a logical order and to meet production timelines 3.3. Follow safety procedures during the construction process in accordance with organisational and legislative requirements 3.4. Participate in any ongoing production technique trials to establish the best results and solve any problems during the construction of the set items, including: colour mixes, textures, materials, construction techniques, construction of prototypes and painting styles 3.5. Identify potential different approaches that may enhance the final outcome and incorporate those into the work process
4. Finish and check the set	4.1. Complete required fireproofing in accordance with occupational and public health and safety legislative requirements 4.2. Liaise with relevant personnel to evaluate and check the set items for accuracy and compliance with design and construction specification requirements 4.3. Identify and make any necessary adjustments in accordance with discussions, making accurate changes to relevant documentation 4.4. Correctly label and code all partially finished set items for identification during the construction phase 4.5. Store the set in accordance with organisational procedures and the nature of the set, to avoid loss or damage 4.6. Clean, maintain and store tools, equipment and materials in accordance with relevant workplace and safety requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to visualise and interpret creative concepts
- literacy skills sufficient to interpret production documentation, construction specifications, instructions and drawings
- numeracy skills sufficient to calculate measurements
- technical skills sufficient to:
 - draw (including perspective/technical drawing and drawing to scale)
 - safely handle hazardous materials typically used in set construction
 - use a range of set construction equipment including hand and power tools
 - use a range of set construction techniques (including carpentry and joinery)
 - work with specialised materials

Required knowledge

- behaviour of materials, finishes, painting techniques and colours under lighting and other production conditions
- copyright, moral rights and intellectual property issues and legislation
- current and emerging technology relevant to set construction
- legislative and organisational OHS standards in relation to set construction
- principles and techniques of set construction and painting
- properties and characteristics of materials before and after art finishing
- properties, applications and durability of materials used for set construction
- safe handling techniques for hazardous materials typically used in set construction
- testing finished and unfinished materials, such as fabric, leather, vinyl, plastic, foam, latex, found objects, straw, paper, and cardboard

Evidence Guide

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 of the following is essential:

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• ability to correctly and safely use techniques and processes to realise the creation of sets • ability to interpret set designs and documentation in order to meet production requirements • ability to interpret specifications correctly to determine appropriate construction techniques for a range of sets • knowledge and understanding of the properties, applications and durability of different types of materials used to make set elements. This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of equipment as listed in the Range Statement • access to materials, equipment and tools required to construct a range of set elements • access to set specifications and drawings • access to venues/locations in which sets can be constructed • access to appropriate learning and assessment support when required • the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies to assess candidate's ability to determine construction techniques for a range of different set requirements • evaluation of sets created by candidate in terms of construction quality and adherence to specifications • oral or written questioning to assess knowledge of materials, safety issues and construction techniques

EVIDENCE GUIDE	
	review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - CUFPPM403A Coordinate film and media production services and resources - CUFSET301A Assemble and maintain sets - MEM18001C Use hand tools.

Range Statement

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.	
<i>Relevant personnel</i> may include:	- designer/production designer - director (photography, technical) - floor manager - head of department - performers - producer - set construction/production personnel - set supervisor/manager - specialist/technical staff
<i>Set construction methods</i> may include:	- construction materials: - adhesives - cloths (canvas, gauze, nessel, wool, silk, velour, synthetic fabric) - fabrics - fasteners - fibreglass - leather

RANGE STATEMENT

	• masonite • metal products (e.g. bars, tubes, sheets) • mouldable materials • moulded or cast metal • paper products • plaster • plastic • polystyrene • thermoplastic • timber/timber products • wood • construction methods, e.g.: • fabrication • gluing • metalwork (e.g. cutting, welding, brazing) • moulding • painting • sculpting (and other shaping methods) • timber construction • woodworking
<i>Production requirements</i> may include:	• occupational, public health & safety requirements: • commonwealth, state and territory OHS regulations • local government construction legislation and regulation • national and international standards, guidelines and codes of practice • production environments: • on location (interior, exterior) • outside broadcast • stage/theatre/venue • studio • production types: • animated productions • commercials • documentaries • feature films

RANGE STATEMENT	
	• filmed events or performances • live or pre-recorded television productions • music video • short films • television productions of any type (e.g. music, drama, comedy, variety, sport)
Set item may include:	• automated and animatronic devices • back drops • cycloramas • drops • electrical and mechanical winches • flats • flooring and floor cladding • flown pieces • hydraulics • large props (e.g. furniture) • lifts • pneumatics • rakes • revolves • road cases, boxes, crates for storage/transportation • rostra • scaffolding • soft drapes • special effects sets • stairs • traps • treads • trucks
Relevant documentation may include:	• budgets • colour charts • confirmation of receipt and dispatch notes • descriptive set checklists • fault reports • hire agreements • manufacture schedules • manufacturers' specifications/instructions • measurement charts • memos of instruction

RANGE STATEMENT

	• operational/project plan • paint colour formulas • production schedules • running sheets • scripts • set breakdown lists • set construction schedule/plan • set design • sketches • stock orders • stock reports • technical drawings

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - sets

Co-requisite units

Co-requisite units		

CUESET501A Conceive, develop and realise set designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret the creative brief and develop/implement set designs for any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit describes the skills and knowledge required to undertake the complete set design process, from initial conception of ideas to the final realisation of the design. As such the unit brings together the wide range of creative, technical and business skills required by a set designer.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the creative brief	1.1. Analyse the performance outline/script to determine overall production concepts 1.2. Participate in preliminary concept meetings with <i>relevant personnel</i> to discuss the set requirements of the <i>production</i> 1.3. Identify all relevant <i>factors</i> which may determine and affect the design 1.4. Discuss and agree upon the role of the designer in the production process
2. Conduct and evaluate research	2.1. Identify and source <i>references</i> which may inform the design process 2.2. Critically analyse sources and references in the context of the current design project 2.3. Consider the impacts and potential of new and emerging technologies to inform the design 2.4. Collect, collate and adapt materials to develop initial design concepts
3. Generate and assess ideas	3.1. Generate a range of ideas for the design which respond sympathetically to the brief and provide creative solutions to technical issues 3.2. Discuss ideas and collaborate with relevant personnel to ensure contribution of ideas to the

ELEMENT	PERFORMANCE CRITERIA
	initial concept 3.3. Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet the brief
4. Develop and document the design	4.1. Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of the design 4.2. Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation 4.3. Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection/discussion 4.4. Develop the set designs from the initial concepts ensuring: consistency with the style requirements of the script/production; research findings are incorporated; ideas are technically feasible and demonstrate awareness of parameters/resource constraints; and ideas demonstrate effective use of materials 4.5. Organise or undertake testing and experimentation with selected set designs 4.6. Develop an accurate record of the design, including all relevant information
5. Communicate design ideas and make amendments	5.1. Present draft set plans and specifications to relevant colleagues in an appropriate format 5.2. Participate in the initial and ongoing evaluation of the presented designs 5.3. Negotiate and agree to modifications to the design and undertake any necessary amendments 5.4. Agree to the final designs and produce accurate and comprehensive documentation to support implementation 5.5. Present final designs, plans and specifications to all relevant personnel and confirm that all production requirements have been met
6. Liaise with others to implement set construction	6.1. Liaise with relevant personnel to ensure that all set production requirements are met, quality standards are adhered to and work is undertaken within item, budget and technical constraints

ELEMENT	PERFORMANCE CRITERIA
	6.2. Participate in meetings with performers to consult on designs 6.3. Participate in ongoing production meetings and evaluation of the set designs 6.4. Ensure that any design modifications are agreed, noted and acted upon 6.5. Inform relevant personnel of design changes 6.6. Update any required documentation and record and file in accordance with enterprise requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:
 - collect and interpret creative information, scripts and images
 - negotiate with and lead teams
 - prepare/present reports and design briefs
 - visualise and interpret creative concepts
- initiative and enterprise skills sufficient to:
 - exercise a high level of creativity and ingenuity
 - maintain design integrity
- literacy skills sufficient to interpret and develop construction specifications
- numeracy skills sufficient to cost and budget for set design
- technical skills sufficient to:
 - draw, paint, make models or use other representation techniques either manually or with CAD (including perspective and technical drawing)
 - work with specialised materials
- planning and organising skill sufficient to:
 - access raw, part-processed and processed materials and components from a range of sources and suppliers and ascertaining their suitability
 - manage information
 - manage projects and budgets
 - undertake production scheduling and human resource management
 - undertake research in relation to production design, including creative

REQUIRED SKILLS AND KNOWLEDGE
interpretation and adaptation • work under pressure, work to deadlines and manage time.
Required knowledge
• behaviour of materials, finishes, painting techniques and colours under lighting • construction/manufacturing methods and implementation issues associated with the realisation of sets designs • copyright, moral rights and intellectual property legislation in relation to production design • current and emerging technologies relevant to set design • ethical standards and protocols for designers working in the cultural industries • principles and elements of design and their relevance to set design • principles and techniques of design and script breakdown • production scheduling process and its interrelationship with the design process • properties, applications and durability of materials used in set construction • relationship between design elements (costume, sets, lighting, props, sound) • role of set design within the overall artistic direction of a production • role of the set designer and relationship with other production personnel • sources and availability of materials/equipment for set design and construction

Evidence Guide

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 following is essential: • ability to communicate and negotiate with a production team • ability to develop and realise creative set design concepts which meet production requirements and constraints • ability to project manage the design process • ability to research, interpret and adapt design concepts.
Context of and specific resources for	Assessment must ensure:

EVIDENCE GUIDE	
assessment	• access to a range of equipment as listed in the Range Statement • access to production scripts/performance outlines on which designs can be based • access to resources for the development and realisation of designs (including equipment, materials, financial and human resources) • access to suitable venues for the realisation of productions • access to appropriate learning and assessment support when required • the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • evaluation of set designs for which candidate has been responsible in terms of meeting creative brief and resource practicality • evaluation of reports produced by candidate which demonstrate processes used in developing and realising creative concept • oral or written questioning aimed at evaluating the processes used by candidate in developing and realising the creative concept • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCMM401A Make a presentation • CUEDES04B Establish and refine a brief • CUEDES05B Manage design realisation • CUEFIN01C Develop a budget • CUEFIN02C Manage a budget • CUEIND02B Research and evaluate theatrical references to inform industry practice • CUESET07C Use research, innovation and experimentation to create sets • CUESET10B Construct mechanical sets

EVIDENCE GUIDE

	• CUETEM01C Coordinate production operations • CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept • FNSICGEN402B Participate in negotiations.

Range Statement**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.

<i>Relevant personnel</i> may include:	• choreographer • designer • director (art, photography, technical) • floor manager • performer • producer • production designer/manager • set construction/production personnel • set supervisor/manager • specialist/technical staff
<i>Production</i> may include:	• animated productions • commercials • documentaries • feature films • filmed events or performances • live or pre-recorded television productions • music video • short films • television productions of any type (e.g. music, drama, comedy, variety, sport)
<i>Factors</i> may include:	• available expertise • available resources (human, financial, physical) • available technology • budget

RANGE STATEMENT	
	• director's approach/instructions • level of assistance available during implementation and construction • needs of other production areas • regulations • space/venue specifications or restrictions • style/period/nature/scale of production • timelines
References may include:	• collages • computer databases • contact with historical associations • digital images • libraries • manual files • models • musical scores • newspapers, reference books, journals, texts • paintings and illustrations • photographs • scripts (adapted or original) • sketches • talking and listening to experts • technical production drawings • use of the internet • watching documentary films and videos • writings of the period
Set designs may include:	• automated and animatronic devices • back drops • cycloramas • drops • electrical and mechanical winches • flats • flooring and floor cladding • flown pieces • hydraulics • large props (e.g. furniture) • lifts • pneumatics • rakes • revolves

RANGE STATEMENT	
	• road cases, boxes, crates for storage/transportation • rostra • scaffolding • soft drapes • special effects sets • stairs • traps • treads • trucks
<i>Accurate record of the design</i> may include:	• collages • colour illustrations • fabrics • material swatches • mock-ups • models • photographs • plans (computer or manually generated) • samples • scale models of sets • sketches • specifications • technical drawings
<i>Set plans and specifications</i> may include:	• construction materials: • adhesives • cloths (canvas, gauze, nessel, wool, silk, velour, synthetic fabric) • fabrics • fasteners • fibreglass • leather • masonite • metal products (e.g. bars, tubes, sheets) • mouldable materials • moulded or cast metal • paper products • plaster • plastic • polystyrene

RANGE STATEMENT	
	• thermoplastic • timber/timber products • construction techniques: • ageing • fabrication • gluing • metalwork (e.g. cutting, welding, brazing) • moulding • painting • sculpting (and other shaping methods) • timber construction • woodworking
<i>Production requirements</i> may include:	• occupational, public health & safety requirements: • commonwealth, state and territory OHS regulations • local government construction legislation and regulation • national and international standards, guidelines and codes of practice • production environments: • on location (interior, exterior) • outside broadcast • stage/theatre/venue • studio

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - sets

Co-requisite units

Co-requisite units		

CUESMT05C Stage manage the production/event

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to coordinate all back-of-house services during the delivery of a live production/event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior stage managers apply the skills and knowledge outlined in this unit which focuses on back-of-house set-up just prior to the production/event and the delivery of the actual performance. Stage managers need to possess high level communication, negotiation and problem solving skills. This unit has strong linkages to other stage management units and combined training and/or assessment with those units may be appropriate, e.g.: • CUESMT09B Plot and rehearse cues • CUESMT08B Call the production/event.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Oversee preparation of the production/event	1.1. Identify and rectify potential problems that could impact on the smooth running of the production and inform relevant personnel as required 1.2. Check that relevant personnel are present at the specified time and have completed any administrative procedures 1.3. Conduct briefings with production and performance team, as required 1.4. Supply performers with the relevant items and areas required for the production/event 1.5. Ensure cast and crew valuables are secured according to organisational policy 1.6. Communicate with relevant personnel to ensure that all technical pre-show checks are completed within the required timeframe and that required technical

ELEMENT	PERFORMANCE CRITERIA
	elements are operating 1.7.Liaise with relevant personnel to complete other <i>pre-performance requirements</i>
2. Coordinate the stage set-up	2.1.Liaise with all stage production personnel and monitor work activities against relevant schedules 2.2.Ensure all technical and performance personnel are present at the specified time 2.3.Assess workflow and progress of set-up activities against timelines and initiate short-term action to resolve any problems in meeting the deadline 2.4.Communicate with relevant personnel to ensure that all technical pre-show checks are completed within the required time frame and that required technical elements are operating 2.5.Communicate with the appropriate personnel to ensure that <i>staging elements and equipment</i> are correctly arranged in correct working order and in accordance with design specifications 2.6.Monitor the set-up to ensure that all <i>occupational health and safety</i> issues have been addressed in accordance with relevant legislation and organisational procedures
3. Run the production/event	3.1.Monitor production and performance elements and take appropriate action to resolve with minimum disruption to the production 3.2.Use <i>reference materials</i> appropriately to ensure the accurate and timely delivery of the production/event 3.3.Communicate any changes to the production promptly to all relevant personnel, ensuring all changes meet production standards. 3.4.Ensure the movement of physical elements occurs in accordance with production schedule/running sheet and timing
4. Maintain working relations and communication with production and performance team	4.1.Provide appropriate briefings and materials to cast and crew prior to the performance 4.2.Liaise with cast and crew in a timely manner regarding any pre-performance requirements 4.3.Communicate with cast and crew regularly throughout the production in an open manner to maintain positive working relations 4.4.Provide clear instructions in a manner that is appropriate to the production requirements, ensuring

ELEMENT	PERFORMANCE CRITERIA
	that timing is maintained and precise 4.5. Communicate with personnel in a clear and concise manner to ensure efficient, safe and disciplined production practices
5. Finalise the performance/event	5.1. Accurately prepare post-performance documentation according to organisational procedures 5.2. Organise the clearance and cleaning of the production/event sites as required, including appropriate security, storage and disposal 5.3. Maintain required production facilities and stocks of consumables for use in future productions 5.4. Identify any repairs or maintenance required and take appropriate action 5.5. Identify the need for and make any necessary adjustments to production documentation to ensure consistency and quality of future performances

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret complex documentation and write simple reports

Required knowledge

- broad understanding of artistic and technical elements of the production/event such as staging, lighting and sound elements
- the key factors involved in the successful stage management of a production, including typical problems and responses
- effective communication, team leading and delegation in relation to the stage management of a production
- problem solving and decision making processes and their application in an immediate production/event environment
- relevant occupational health and safety legislation and regulations as they apply to maintaining a safe backstage environment

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- ability to manage a range of tasks concurrently and in accordance with immediate time constraints
- knowledge of all delivery aspects of the production
- ability to effectively communicate and delegate.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the stage management of at least two different productions
- interaction with and involvement of a production and performance team to reflect the collaborative nature of the unit.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

- direct observation of the stage management of a production/event for which the candidate is responsible
- review of production schedules and other stage management reference material and reports prepared by the candidate
- review of reports prepared by the candidate on the planning and implementation of the stage management of a production
- written or oral questioning to test knowledge of the industrial and occupational health and safety issues and regulations
- review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or

EVIDENCE GUIDE	
	numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a production venue • production/event reference material on which to base the stage management of the production/event • full range of production equipment.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• all technicians, e.g. sound, lighting • assistant stage manager • choreographer • designers • director • extras • non-regular performers • performers • production manager • staging personnel • venue management
<i>Performers</i> may be:	• actors • conference speakers • dancers • extras • masters of ceremony • musicians • non-regular performers • panel members such as a debate team

RANGE STATEMENT	
	• public speakers • regular cast members • singers • special guests • understudies
Items required for the performance may include:	• costumes • hand props • make-up • microphones, e.g. radio microphones
Productions/events may be one-off or part of a season of performances and include:	• circuses • concerts • dance performances • festival performances • live theatre • musicals • opera
Pre-performance requirements may include:	• media calls • photo calls • wardrobe parade
Staging elements and equipment may include:	• costumes • prompting equipment • props • props table • set pieces • special effects • stage management communication equipment • stage management desk
Occupational health and safety legislative requirements may include:	• Commonwealth, State and Territory occupational health and safety regulations • relevant local government legislation and regulation • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia
Reference materials used to run the production/event may include:	• call sheets • cue sheets • prompt sheets
Details in post performance documentation may include:	• audience numbers • audience reaction • changes to performers

RANGE STATEMENT	
	• comments on artistic or technical performance • timings • venue capacity
<i>Production documentation</i> may include:	• agent list, props lists • announcements • artists' call sheet, e.g. publicity call sheets • calculations of performance timings • contact list, address list • firearms log • front-of-house information • ground plans • media schedule • notes on operating equipment • notification for production personnel • performance schedule • production schedule • program inserts • rehearsal schedule for non-regular performers • riders • scenery list • sign-on sheets • technical plots, e.g. fly plots and dome plots • texts • time sheets • understudy schedule • understudy/covers list • wardrobe list

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

CUESMT06C Plot technical requirements from scores

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes skills and knowledge required to interpret a musical score in conjunction with a musical specialist to determine and deliver technical elements of live productions/events. This unit does not cover skills associated with reading music but requires a broad understanding of notations on a score. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The role outlined in this unit applies to any stage management or technical personnel involved in delivering a live production/event. Scores may be followed to deliver any number of technical elements of a production/event. Training should be tailored to the specific context. This unit has linkages to other technical units and stage management units and combined training and/or assessment with those units may be appropriate, e.g.: • CUESMT09B Plot and rehearse cues • CUESMT08B Call the production/event.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the score	1.1. Read and correctly interpret the <i>score</i> to identify <i>technical requirements</i> 1.2. Confirm interpretation with the conductor and/or director and take appropriate direction on changes required 1.3. Make accurate notations on the score according to all information received
2. Prepare technical references from the	2.1. Accurately prepare <i>technical references</i> in accordance with the musical and literary text and in

ELEMENT	PERFORMANCE CRITERIA
score	a format which meets organisational requirements 2.2. Accurately plot technical elements, including appropriate <i>technical notations</i> 2.3. Clearly and accurately note any cues which relate to musical performance 2.4. Make necessary changes to ensure currency of documentation 2.5. Finalise documentation and incorporate with <i>other relevant production documentation</i>
3. Use the score to deliver the production/event	3.1. Follow the score and/or technical reference and constantly monitor the musical activity 3.2. Take accurate and timely action to deliver technical elements in accordance with the score and technical reference 3.3. React to changed production/event circumstances and follow musical activity and direction from relevant personnel 3.4. File the score and any technical reference created from it for future use in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation

Required knowledge

- broad understanding of musical score notations
- notations which can be used to map technical elements to create an accurate technical reference
- broad understanding of musical form and tempo
- broad understanding of musical performance, both vocal and instrumental
- broad understanding of musical elements of the production/event
- particular knowledge of the technical area of responsibility, e.g. staging, stage management, lighting, sound, audiovisual

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • correct interpretation of notations on a score • correct interpretation of musical and technical requirements of the production/event • ability to create an accurate and clear technical reference from a score • close monitoring of the performance/production and ability to deliver the technical elements in conjunction with the musical performance.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the creation and use of technical references from a score for at least two different productions, i.e. use during an actual performance • interaction with and involvement of a production team • development of a technical reference within commercially-realistic time constraints. • Because this unit can cover a broad range of industry contexts, assessment should be tailored to address the particular technical area or job role.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • evaluation of a performance for which the candidate is responsible for the technical references • review of technical reference materials prepared by the candidate using a score • project activity to allow the candidate to create and update a technical reference using a score • written or oral questioning to test knowledge of musical and technical requirements of the

EVIDENCE GUIDE	
	production/event review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - musical scores - a production - a production venue.

Range Statement

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.	
Scores may be for:	- a ballet - a musical - an opera - dance - incidental music for a play
Scores may be:	- full orchestral - lighting cues - piano/vocal
Technical requirements may relate to:	- any element of a technical design - any element of a technical plot - audiovisual cues - prompts

RANGE STATEMENT	
	• sound cues • stage management cues • staging element cues
Technical reference material may be:	• incorporated with prompt reference material, cue sheet, running sheet, production schedule, script • notated production running schedule
Technical references may include:	• map of major musical, dramatic and technical events • notations for blocking of movement of performers and set elements • production schedule • prompt reference material • running sheet • stage management cue sheet • technical cue sheets such as lighting, audiovisual, sound
Technical notation may include:	• graphic notation • notations for blocking movement of any technical or set elements • plans for improvisation • traditional notation
Other relevant production documents with which the prompt reference may be incorporated may be:	• cue sheet • production schedule • running sheet • script • text

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

CUESMT08B Call the production/event

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret call reference material and identify requirements for front and back-of-house announcements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Stage managers apply the skills and knowledge outlined in this unit. 'Calling' the production involves making announcements via two-way communication devices, including verbal cues to technicians and performers. This unit has linkages to a range of other stage management units, and combined assessment and/or training with those units may be appropriate, e.g.: • CUESMT09B Plot and rehearse cues • CUESMT06C Plot technical requirements from scores • CUESMT05C Stage manage the production/event.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to make calls	1.1. Accurately interpret <i>production call reference material</i> to determine call requirements 1.2. Determine the appropriate time to make various calls 1.3. Check that communication equipment is fully functioning and take action to restore equipment to working order where appropriate 1.4. Make necessary changes to calls and update call reference material accurately
2. Make announcements	2.1. Make <i>appropriate checks</i> prior to making public announcements 2.2. Make clear and accurate <i>public announcements</i> in a manner that promotes goodwill with the audience 2.3. Make clear and accurate <i>backstage time</i> call announcements to ensure the production/event

ELEMENT	PERFORMANCE CRITERIA
	operates on time 2.4.Promptly identify and communicate any changes to the production/event
3. Call the production/event	3.1.Correctly and sensitively call the production/event using call reference material appropriately 3.2.Provide clear, audible and accurate information and cues at the correct time and in the correct order 3.3.Receive and interpret cues and make necessary announcements in response 3.4.Promptly identify problem situations and respond quickly with appropriate action to minimise negative impact

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective communication techniques in relation to calling the technical aspects of a production, including the differing needs of various production personnel
- contingency management techniques in relation to the need for timely adjustments and interventions to maintain quality

Required knowledge

- typical format and content of production/event call material
- the role of the calling process within a live production/event
- general understanding of how communication equipment works and ability to identify faults
- broad understanding of artistic and technical elements of the production event such as staging, lighting and sound elements

Evidence Guide

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The following evidence is critical to the judgement of competence in this unit: • correct interpretation of production/event call material • ability to provide clear and accurate announcements • close monitoring of the performance/production/event and ability to keep time so that cues and announcements are provided at the appropriate time.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the calling of at least two different productions/events that comprise multiple technical and performance elements • interaction with and involvement of a production and performance team to whom calls would be provided • presence of time pressures involved in providing announcements and verbal cues.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • review of call notes prepared by the candidate • evaluation of a production/event which the candidate is responsible for calling • project activity to allow the candidate to interpret and make changes to production/event call materials • role plays involving production and artistic team members for the relay and receipt of the calls • written or oral questioning to test knowledge of artistic and technical requirements of the production/event • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or

EVIDENCE GUIDE	
	numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: - production/event call material on which to base the announcements - industry current communication equipment used to call a production/event - an event/production venue, eg live theatre, convention centre.

Range Statement

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.	
<i>Production call reference material</i> may be:	- incorporated with prompt reference material, cue sheet, running sheet, script or score - notated production running list/sheet - scripted - unscripted
<i>Appropriate checks</i> prior to making announcements may include:	- communication with back-of-house personnel - communication with front-of-house personnel - physical checks of the venue
<i>Public announcements</i> may include:	- advice of changes to the advertised artists/performers - advice of changes to the performance - backstage calls and announcements - changes to programmed event/performance - cues and standbys - emergency announcements - emergency evacuation advice - front-of-house calls - time/count-down calls for commencement of

RANGE STATEMENT	
	the production/event
<i>Backstage time</i> calls/verbal cues may relate to:	• cues for action • performers • standby cues • technical elements
<i>Cues</i> may be:	• cue for action • standby cues

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

CUESMT09B Plot and rehearse cues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to interpret the creative and technical aspects of a live production/event and to plot and rehearse cues for any type of technical element. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The role outlined in this unit applies to a broad range of technical production personnel and to stage managers. Training should be tailored to the specific context. This unit has linkages to a range of other technical units and stage management units and combined training and/or assessment may be appropriate with those units, e.g.: • CUESMT08B Call the production/event • CUESMT05C Stage manage the production/event.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret production documentation	1.1. Read and correctly interpret <i>production documentation</i> to identify <i>technical requirements</i> 1.2. Confirm interpretation through liaison with <i>relevant colleagues</i> 1.3. Make accurate notations on production documentation according to all information received and area of responsibility
2. Develop and maintain the cue reference material	2.1. Clearly and accurately plot all required technical <i>cues</i> , including appropriate technical notations 2.2. Make clear <i>notations</i> for all <i>artistic elements</i> of the production 2.3. Identify and accurately calculate any necessary measurements which need to be incorporated into the reference 2.4. Identify and document the most appropriate method

ELEMENT	PERFORMANCE CRITERIA
	for cueing based on production and technical requirements 2.5. Finalise the <i>cue reference material</i> and incorporate with other relevant production documentation 2.6. Make necessary changes as required to ensure currency of documentation
3. Rehearse cues	3.1. Prepare materials for <i>technical rehearsals</i> in advance and in consultation with relevant colleagues 3.2. Rehearse cues based on agreed process and the type of rehearsal 3.3. Make accurate notations and adjustments to production documentation based on rehearsal outcomes 3.4. Ensure all relevant safety procedures are followed, with particular reference to requirements for potentially hazardous sequences 3.5. Liaise and communicate with other production personnel in a manner which fosters co-operation within the team

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation
- numeracy skills sufficient to calculate measurements
- health and safety requirements for technical rehearsals

Required knowledge

- typical format and content of scripts, production schedules or other production documentation relevant to the technical area
- notations used to map technical elements to create accurate cue reference materials
- broad understanding of artistic and technical elements of the production/event such as staging, lighting and sound elements
- particular knowledge of the technical area of responsibility, e.g. staging, stage management, lighting, sound, audiovisual
- nature of technical rehearsals, including different rehearsal types, ways they are run

REQUIRED SKILLS AND KNOWLEDGE

and the role of different production personnel at each stage

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- correct interpretation of artistic and technical requirements of the production/event
- ability to create and update accurate and clear cue reference material from a source document, and to rehearse/action cues to meet production requirements.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the plotting and rehearsal of cues for at least two different productions
- development of cue reference material within commercially realistic time constraints
- actioning of cues during an actual performance.

Because this unit can cover a broad range of industry contexts, assessment should be tailored to address the particular technical area or job role.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

- review of cue reference materials prepared by the candidate
- project activity to allow the candidate to create and update cue reference materials for different performance contexts

EVIDENCE GUIDE	
	- written or oral questioning to test knowledge of production elements, document formats - review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: source material such as a script or event running sheet from which the candidate can plot cues.

Range Statement

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.	
<i>Production documentation</i> to be interpreted may include:	- artistic plan - cue synopsis/list - daily production schedule/running sheet - event running sheet - script - text
<i>Technical requirements</i> /cues may be for:	- lighting - music - performers - sound - stage management - staging - visual display

RANGE STATEMENT	
<i>Relevant colleagues</i> may include:	• all technicians, e.g. sound, lighting • choreographer • designers • director • performers • production manager • stage management staff • venue management staff
<i>Cues</i> may be:	• audiovisual cues • lighting cues • signals • sound cues • stage management cues • staging element cues • verbal cues
<i>Notations</i> may include:	• graphic notation • notations for blocking movement of any technical or set elements • plans for improvisation • traditional notation
<i>Artistic elements</i> of the production may include:	• costume changes • performer or presenter movements • scene changes • timing of cues
<i>Cue reference material</i> may be:	• incorporated with prompt reference material, running sheet, script or score • music • notated production running list/sheet • scripted • unscripted
<i>Cue reference material</i> may contain:	• map of major musical, dramatic and technical elements • notations for blocking of movement of performers and set elements
<i>Technical rehearsals</i> may be:	• cue-to-cue • dress rehearsal • stop/start

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

CUESMT10B Organise and facilitate rehearsals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to coordinate the overall rehearsal process for live productions/events. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Coordinating rehearsals is typically the role of a production manager or stage manager in conjunction with a producer or director. The core of the job involves setting up the logistics and communication channels to ensure rehearsals run smoothly. It entails preparing essential documentation, liaising with cast and crew, and locating and preparing rehearsal venues. This unit has linkages to a range of other stage management units, and combined training and/or assessment with those units may be appropriate, e.g.: • CUESMT11B Create, update and use production reference documents • CUESMT12B Analyse performance outline/script.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select and secure rehearsal venue	1.1.Determine requirements for <i>rehearsal facilities</i> through liaison with <i>relevant personnel</i> and analysis of production documentation 1.2.Develop accurate and complete specifications for <i>rehearsal</i> venues to facilitate the research process 1.3.Research potential rehearsal venues using appropriate information sources and research methods 1.4.Assess suitability of venues based on comparison of services against specifications

ELEMENT	PERFORMANCE CRITERIA
	1.5. Complete a risk assessment on potential venues and integrate findings into selection and planning processes 1.6. Negotiate and liaise with personnel from potentially suitable venues to ensure requirements can be met and to address any potential problem areas 1.7. Provide clear and accurate briefings on venue options to relevant colleagues, including recommendations and rationale 1.8. Confirm venue arrangements accurately in writing when the selection process is finalised
2. Coordinate physical elements for rehearsal	2.1. Measure and mark up the rehearsal facilities according to the production design/specifications 2.2. Organise all required physical elements in accordance with rehearsal schedule and daily requirements 2.3. Arrange appropriate and timely transportation of physical elements at the rehearsal facility in accordance with production specifications 2.4. Ensure that physical elements are correctly set-up, checked by relevant colleagues and are operating in accordance with design specifications 2.5. Monitor the set-up to ensure that occupational and public health and safety requirements are adhered to 2.6. Advise relevant personnel and performers of the nature and limitations of physical elements
3. Create and distribute rehearsal documentation	3.1. Correctly identify the information and documentation required by all those involved in rehearsals 3.2. Circulate relevant, current and accurate information to relevant personnel in a timely manner 3.3. Develop schedules in accordance with provisions in the relevant award and enterprise agreements and budget 3.4. Amend schedules and production documentation as necessary to reflect any required changes and distribute to relevant personnel
4. Facilitate communication during rehearsal	4.1. Deal with creative and technical participants in a tactful and sensitive manner and take into account any cultural or language differences 4.2. Communicate with creative and technical participants regularly throughout the rehearsal

ELEMENT	PERFORMANCE CRITERIA
	process in an open manner to maintain positive working relations 4.3. Broker the resolution of any technical problems by facilitating discussions between performers and technical crew 4.4. Take appropriate action to meet requirements of creative and technical participants
5. Participate in rehearsals	5.1. Participate in rehearsals, providing technical assistance as required 5.2. Monitor rehearsals and stage manage, if required, in accordance with the production requirements 5.3. Calculate and record performance timings for use in production documents 5.4. Participate in production meetings or post-rehearsal note sessions to identify any production problems and resolve with the minimum of disruption to the rehearsal process and budget

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and conflict resolution skills in relation to the types of issues that arise during rehearsals with various stakeholders
- literacy skills sufficient to conduct research and develop complex documentation

Required knowledge

- different types of rehearsal venue requirements for varying types of production
- information sources for venue information
- features and requirements of typical venue contracts
- overall knowledge of technical and artistic elements of the production
- roles and responsibilities of those involved in the rehearsal process
- the possibilities and limitations of staging and technical rehearsal elements
- differences between the elements used during the rehearsal and the actual production elements
- relevant industrial awards for performers and technicians, particularly in relation to scheduling rehearsal times

REQUIRED SKILLS AND KNOWLEDGE

- relevant occupational health and safety legislation and regulations, particularly in relation to the set-up and safe operation of a rehearsal area
- content and format of production documentation

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- ability to source and oversee the set-up of an appropriate rehearsal venue which meets the production needs
- ability to effectively communicate and resolve conflicts in the context of production rehearsals
- knowledge of the technical aspects of the rehearsal process.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the sourcing and set-up of a rehearsal facility for an actual production, plus the facilitation of the rehearsal process
- interaction with and involvement of a production and performance team involved in the rehearsal process.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

- direct observation of the candidate working within the rehearsal context
- review of schedules and other production documentation prepared by the candidate
- evaluation of report completed by the candidate on the management of rehearsals, challenges faced and how these were overcome

EVIDENCE GUIDE	
	- written or oral questioning to assess knowledge of industrial awards and occupational health and safety legislation and regulation - review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - potential and actual venues where rehearsals could realistically take place - physical production elements - relevant industrial awards - relevant occupational health and safety regulations.

Range Statement

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.	
<i>Rehearsal facilities</i> may be:	- hired from another organisation - located at the actual production/event venue - located off-site from the venue - part of the organisation's facility
<i>Relevant personnel</i> /technical and artistic production team may include:	- all technicians, e.g. sound, lighting - artistic director - assistant stage manager - choreographer - designer

RANGE STATEMENT	
	• designers • extras • non-regular performers • performers • production manager • staging personnel • technical director • venue management
Rehearsals may be conducted:	• in a totally independent space • in the actual performance/production/event space
Physical elements required for rehearsal may include:	• mirrors • musical instruments • notice board • production desk • props and costumes • resin box • secure storage • sets • storage for personal property • suitable flooring • technical equipment • waiting area • warm-up area • other support facilities
Performers may be:	• actors • conference speakers • masters of ceremony • musicians • non-regular performers • panel members, e.g. a debating team • public speakers • regular cast members • singers • special guests • non-regular performers, e.g. • extras • replacements • second cast • supernumeraries

RANGE STATEMENT	
	• swings • understudies
Rehearsal documentation may include:	• accident report form • agent list • artists call sheet, e.g. publicity call sheets • bump-in schedules • company/organisation lists • contact lists • distribution lists • dressing room lists • front-of-house information • ground plans • memos • petty cash forms • preliminary cue synopses • production meeting agenda • production meeting minutes • production plans • production schedules • props lists • rehearsal reports • rehearsal schedules • scene breakdown/working division • scenery lists • technical plots, eg fly plots and dome plots • texts • time sheets • tour itineraries • understudy/covers list • venue information • wardrobe lists
Requirements of creative and technical participants may relate to:	• costume fittings • counselling of staging and technical crew • organisation of all types of calls • organisation of publicity materials/events • publicity events • specialist calls, e.g. music, voice, dance • training

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

CUESMT11B Create, update and use production reference documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to create and maintain the range of production documents used during rehearsals and performances. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Stage managers apply the skills and knowledge outlined in this unit. In this role they are responsible for ensuring that production documentation is up to date, in particular documentation related to prompting and cueing performers. This unit has strong linkages to the following units, and combined training and/or assessment with those units may be appropriate: • CUESMT09B Plot and rehearse cues • CUESMT08B Call the production/event.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine requirements for production reference documents	1.1. Read and interpret production and design documentation to achieve an understanding of the artistic and technical aspects of the project 1.2. Liaise with <i>relevant colleagues</i> to determine precise documentation requirements and scope of individual responsibilities
2. Create and maintain production reference documents	2.1. Draft <i>production reference documents</i> using the appropriate format for the type of production and in accordance with organisational requirements 2.2. Accurately and appropriately record <i>information</i> required to stage the <i>production</i> on the <i>script</i> 2.3. Confirm drafts with relevant colleagues and make correct adjustments as required 2.4. Copy and circulate copies of document in

ELEMENT	PERFORMANCE CRITERIA
	accordance with production requirements, maintaining accurate records of distribution
3. Use production reference documents during rehearsals	3.1. Provide accurate <i>prompts</i> and cues at the appropriate time in accordance with technical and director's requirements 3.2. Adjust physical elements in accordance with the setting and running documents 3.3. Provide prompts and cues sensitively ensuring appropriate timing accuracy and audibility for performers 3.4. Use documents appropriately to stand in for absent cast members when required 3.5. Update documentation as required to ensure currency of versions being used

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- documentation requirements for different types of production
- documentation requirements of different cast and crew

Required knowledge

- broad understanding of artistic and technical elements of the production/event such as staging, lighting and sound elements, including roles and responsibilities of different cast and crew
- the features and formats of source documents used to create production reference documents including scripts
- the features of and formats used for different production reference documents, including production script, cue sheets and running sheets
- communication techniques for the provision of prompts and cues

Evidence Guide

EVIDENCE GUIDE

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

The following evidence is critical to the judgement of competence in this unit:

- correct interpretation of artistic and technical requirements of the production/event
- ability to create accurate, clear and technically correct production reference documents
- knowledge of the range of documentation used in different types of production.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the creation and use of documents for at least two different productions
- interaction with and involvement of a technical and performance team to reflect the collaborative nature of the process
- presence of time pressures in the creation and updating of documents.

Method of assessment

Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:

- review of production reference documents prepared by the candidate
- project activity which allows the candidate to create documents for different productions
- written or oral questioning to assess knowledge of artistic and technical requirements of the production/event
- review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate.

Assessment methods should closely reflect workplace demands 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

EVIDENCE GUIDE	
	than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Assessment of this unit requires access to: • a production • source documentation on which production reference documentation can be based • a rehearsal venue.

Range Statement

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.	
<i>Relevant colleagues</i> may include:	• artistic specialist • artists/performers • choreographers • conductor • designers • director • musical director • production manager • technical director • technical staff
<i>Production reference documents</i> must include:	• cue sheet • production script • running sheet
<i>Production reference documents</i> may include:	• 'doubling' list • cast list • cast/character/costume/props matrix • directors notes • extract lists • notated score • quick change lists

RANGE STATEMENT	
	• rehearsal scene breakdown • scene-by-scene principles and extras lists
Information for the <i>production script</i> may include:	• backstage calls and announcements • cues and standbys to performers and technicians • cuts and additions to script • front-of-house calls • location, use and movement of props, costumes and set pieces • musical score requirements • other performer movements, eg entrances, exits, moves 'on stage' • performer calls • repeats, pauses, vocal dynamics and other notations relating to performance
Prompting may take place:	• during a technical run through • in dress rehearsal • in ordinary rehearsals • in the live production/event

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - stage management

Co-requisite units

Co-requisite units		

CUESMT12B Analyse performance outline/script

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to analyse a performance outline/script to identify the elements that contribute to the realisation of the script from both a technical and creative perspective. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The role outlined in this unit is particularly relevant to stage managers but may also be applicable to those working in individual production areas. This unit has linkages to a range of other technical and stage management units and combined assessment and/or training with those units may be appropriate, e.g.: • CUESMT09B Plot and rehearse cues • CUESMT08B Call the production/event • CUESMT11B Create, update and use production reference documents • CUFLGT402A Set-up, record and operate lighting cues and effects • CUELGT07C Record and operate lighting using advanced techniques • CUESET17B Develop props construction plans to meet design requirements • CUESET04C Use research, innovation and experimentation to create props • CUESET11B Develop set construction plans to meet design requirements • CUESET07C Use research, innovation and

	experimentation to create sets.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Read and analyse performance outline /script	1.1.Source <i>outline/script</i> at the appropriate time from relevant colleagues 1.2.Determine the overall <i>creative</i> and <i>technical</i> parameters of the production through analysis of the outline/script 1.3.Identify the need for, and undertake <i>appropriate</i>

ELEMENT	PERFORMANCE CRITERIA
	research to assist in providing context for the production
2. Determine specific production requirements from performance outline/script	2.1.Undertake a detailed breakdown of the outline /script and determine accurate and precise production requirements 2.2.Accurately document requirements in a format suited to the area of production 2.3.Identify and document any areas of the production which require clarification with colleagues 2.4.Consult colleagues to confirm and clarify production requirements
3. Integrate key information into planning and pre-production	3.1.Distribute key production information to relevant colleagues 3.2.Incorporate information gained from outline/script into relevant documentation and planning processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- for research skills needed to enhance understanding and appreciation of production context
- literacy skills sufficient to analyse complex outlines/scripts to inform decision-making and planning

Required knowledge

- format and structure of performance outlines/scripts relevant to the area of work, e.g. plays, concert outlines, corporate event outline
- documentation formats required for information extracted from performance outlines/scripts
- broad historical and cultural context for types of productions relevant to the area of work

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- knowledge of the format and structure of performance outlines/scripts in the relevant industry context
- ability to apply techniques for the analysis and breakdown of a script to inform production planning.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the analysis of a script or performance outline and production of accurate documentation on specific production requirements.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- review of documentation prepared by the candidate from outline/script analysis
- discussion with the candidate to assess understanding of the outline/script
- presentation of key information extracted from the outline/script
- oral or written questioning to assess knowledge of cultural context, different formats relevant to the type of production
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands 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).

EVIDENCE GUIDE**Guidance information for assessment**

This unit requires access to:

- scripts/performance outlines on which the candidate can work.

Range Statement**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.

Performance ***outline/script*** is a generic term, and may relate to:

- any type of production/event (live or otherwise)

Creative parameters of the production may relate to:

- characterisation
- cultural context
- design issues
- overall atmosphere and mood
- plot development and flow of action (rising, climax, falling)
- style
- symbolism

Technical parameters of the production and specific production requirements will be closely linked to the creative parameters and may relate to:

- audio
- costume
- design issues
- general staging
- lighting
- set, props, scenic art

Appropriate research to assist in the provision of context may relate to:

- audience analysis in location for production
- cultural/historical context
- review of corporate objectives
- review of other productions
- social analysis (current or historical)

Format for ***documentation*** will vary depending on the production

- 'doubling' list
- cast list
- cast/character/costume/props matrix

RANGE STATEMENT

area but may include:

- extract lists
- lighting plots
- notated score
- quick change lists
- rehearsal scene breakdown
- scene by scene principles and extras lists

Unit Sector(s)**Unit sector****Competency field****Competency field**

Media and entertainment production - stage management

Co-requisite units**Co-requisite units**

CUESOU01C Repair and maintain audio equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to perform regular basic maintenance and simple repairs on audio equipment. It does not require the use of specific electrical or electronic knowledge and skills. In some States and Territories of Australia, a restricted electrical licence is required to repair and maintain production equipment. Restricted electrical licences allow a person to carry out electrical work incidental to a trade. Incidental work may include fault-finding on equipment or changing like for like equipment by disconnecting and reconnecting the fixed wiring. It does not include any other changes to the fixed wiring. Testing and tagging of electrical equipment must be carried out by a person with the relevant certificate of competency in accordance with the performance specifications of: • Australian Standard 3760: 200 In-service safety inspection and testing of electrical equipment • Australian Standard 3002: 1985 Electrical installations - shows and carnivals

Application of the Unit

Application of the unit	Technicians working with equipment in the screen, media and entertainment industries typically apply the skills and knowledge described in this unit. Under the supervision of senior technical staff, they are responsible for basic repairs and maintenance of equipment and facilities needed for a wide range of productions.

	Complex repairs requiring specific mechanical, electrical or electronic skills are referred to specialist service technicians, e.g. major electrical repairs are carried out by licensed electricians. This unit has linkages to a range of other audio units, and combined assessment and/or training with those units may be appropriate. It is strongly recommended that this unit be assessed with or after the following units: • CUESOU07B Apply a general knowledge of audio to work activities • CUSOHS301A Follow occupational health and safety procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

unit of competency.	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

ELEMENT	PERFORMANCE CRITERIA
1. Repair sound equipment	1.1. Diagnose and isolate faults in equipment using standard fault detection procedures 1.2. Label faulty equipment in accordance with organisational procedures 1.3. Conduct minor repairs and/or refer major repairs to the relevant personnel for action 1.4. Repair and replace cables and connectors as necessary 1.5. Document the causes of faults and repairs conducted or refer to appropriate personnel, in accordance with required procedures
2. Maintain sound equipment	2.1. Inspect, service, clean and store equipment as required in accordance with organisational procedures 2.2. Maintain, check, clean and store cables and accessories in accordance with organisational procedures 2.3. Check that spares and consumables are in working order, and replace as required 2.4. Conduct equipment safety checks as and when required in accordance with occupational health and safety guidelines 2.5. Maintain equipment to ensure that it is ready for use when required 2.6. Complete accurate maintenance and repair records as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret service documentation and manuals

Required knowledge

- typical maintenance needs and schedules for a range of audio equipment
- cleaning agents, equipment and techniques for the major types of audio equipment
- techniques and processes for detecting faults in major types of audio equipment
- common faults and associated repair procedures for the range of equipment in use
- spare parts and sub-assemblies used in audio equipment repair and maintenance
- the effects of bad ventilation on equipment
- the meaning and use of electrical measurements, including voltage, current resistance, power insulation and circuit continuity
- legal and licensing issues that impact on the repair and maintenance of audio equipment, including the role of the restricted electrical licence and the limitations on the type of work that can be undertaken without a licence
- specific occupational health and safety issues in relation to the repair and maintenance of audio equipment.

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- ability to correctly use repair and maintenance techniques on multiple pieces of audio equipment
- correct selection and use of tools
- application of logical fault detection procedures
- correct interpretation of service and technical manuals
- knowledge of the technical features of major types of audio equipment

EVIDENCE GUIDE	
	knowledge of occupational health and safety issues which impact on the repair and maintenance of audio equipment.
Context of and specific resources for assessment	The assessment context must provide for: - practical demonstration of skills within an environment which has a range of operational and industry-current audio equipment on which the candidate can work - completion of fault detection, repair and maintenance tasks within typical workplace time constraints.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - direct observation of the candidate completing maintenance and repair tasks - inspection of equipment repaired or maintained by the candidate - review of maintenance schedules and repair reports prepared by the candidate - written or oral questioning to test knowledge of audio equipment and occupational health and safety issues and regulations - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	This unit requires access to: - a range of industry-current audio equipment as identified in the Range Statement - a venue where maintenance and repairs can be completed - the tools required to complete repair and maintenance tasks.

Range Statement

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.

Audio <i>equipment</i> may include:	• amplifiers • CD player • computer DAT • DVD • effects rack • hard disc recorder • headphones • microphone • mini disc • mixing desk • radio microphones • reel-to-reel • sequencer/sampler • speakers • talkback communication headsets • tape machines • turntables
<i>Minor repairs</i> may include:	• making up leads • replacing faders • replacing fuses • replacing or tagging items which do not require specific electronic or electrical skills • replacing parts of microphones and stands • replacing the range of connectors used in sound
<i>Appropriate personnel</i> may include:	• colleagues from other specialist areas • external suppliers • production team • supervisors/managers • other technicians
<i>Spares and consumables</i> may include:	• batteries • diskettes • fuses

RANGE STATEMENT	
	• head cleaner • pegs/screws • recording media • soldering iron and solder • splicing materials • springs • styluses • tapes • test tapes • testing equipment • volt meter
Maintenance includes any periodic work undertaken to restore equipment to optimum working condition. Maintenance of equipment may include:	• alignment/adjustment of playback/recording equipment • checking continuity of cables • cleaning and dusting equipment • cleaning heads on recorders/playback units • cleaning microphones and replacing inserts • cleaning recording playback medium • correct storage of equipment • making back-up copies of recordings • replacing batteries

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units	

Co-requisite units		

CUESOU03C Operate professional audio equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge to operate audio equipment during any type of live performance/presentation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working as sound technicians apply the skills and knowledge described in this unit. They are responsible for interpreting audio production requirements and participating in technical run-throughs prior to operating professional audio equipment during a live performance or event. The work often involves long or irregular hours and can be physically demanding. The ability to work cooperatively as part of a production team is essential. It is strongly recommended that this unit be assessed with or after the following unit: • CUESOU07B Apply a general knowledge of audio to work activities. This unit also has linkages to a range of other audio units and combined assessment and/or training with those units may be appropriate, e.g.: • CUSSOU303A Set up and disassemble audio

	equipment • CUESOU04C Mix live audio.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Participate in technical or creative run-through	1.1. Liaise with <i>relevant personnel</i> and accurately interpret <i>documentation</i> to determine <i>audio</i> requirements 1.2. Position and prepare <i>equipment</i> in accordance with

ELEMENT	PERFORMANCE CRITERIA
	requirements 1.3. Plot and run through cues on direction from relevant colleagues and in accordance with equipment, sequencing, timing and speed requirements 1.4. Implement appropriate changes to audio operation and document in accordance with organisational procedures 1.5. Communicate appropriate technical information to performers/presenters
2. Prepare for audio operation	2.1. Power up equipment at the appropriate time and check to ensure correct functioning 2.2. Complete audio check and implement and document any adjustments in accordance with organisational procedures 2.3. Promptly identify, rectify and/or refer any equipment faults/problems to the relevant personnel as required
3. Operate audio equipment	3.1. Execute all audio cues in accordance with the running sheet, directions from colleagues and performance requirements 3.2. Promptly identify the need for change during the performance and modify cues as required to cater for unexpected events and to minimise negative impact on the performance 3.3. Operate console to produce the required technical level and tonal balances 3.4. Adjust equalisation for required tonal balance 3.5. Balance signal levels appropriately 3.6. Maintain overall audio level within the requirements of the venue 3.7. Play back audio effects at the required level through the appropriate speakers 3.8. Monitor equipment for correct operation throughout the performance and identify and action any problems appropriately
4. Complete post-performance procedures	4.1. Safely power down equipment at the appropriate time in accordance with manufacturer instructions and organisational procedures 4.2. Identify and complete necessary equipment adjustments, including maintenance and re-setting where appropriate in preparation for the next performance

ELEMENT	PERFORMANCE CRITERIA
	4.3. Make accurate changes to documentation and process in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- numeracy skills sufficient to complete required calculations for audio operation
- literacy skills sufficient to interpret audio production documentation and make modifications to documentation

Required knowledge

- features, formats and meaning of audio production documentation and plans, including cue sheets and audio plans
- features and operating procedures of audio mixing consoles, amplifiers, speakers and equalisers
- knowledge of varied characteristics of sound in a range of environments
- use of sound shaping effects
- knowledge of types of signal distortions that occur in amplifiers
- techniques for amplifying music to suit varying live environment conditions
- typical faults and problems that may occur in a live audio environment and ways of addressing these
- relevant organisational and legislative occupational health and safety requirements, in particular in relation to working with electricity and safe noise levels

Evidence Guide

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

The following evidence is critical to the judgement of

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competence in this unit: • correct and safe operation of professional audio equipment to meet production requirements • knowledge of relevant audio equipment and operating procedures • effective communication with colleagues during the production.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the operation of audio for more than one live production • involvement of and interaction with a production team to reflect the collaborative nature of the process • use of industry-current equipment.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of the audio aspects of a production for which the candidate is responsible • direct observation of the candidate operating audio equipment during a production • oral or written questioning to assess knowledge of equipment and operating procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a range of audio equipment and material as identified in the Range Statement • venue location for the staging of a production/event.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• designer • director • stage manager • other technical staff
<i>Documentation</i> may include:	• audio plots • design, director's and sound specifications • manufacturer specifications • occupational health and safety requirements • organisation standards • performers' requirements • production and venue requirements • production schedule • stage plans • text requirement
<i>Audio</i> equipment to be operated must include:	• amplifiers • audio input sources • equaliser • mixing console • speakers
Audio <i>equipment</i> to be operated may include:	• DAT machine • DVD • mini disc • sequencer/sampler • tape machines • turntables

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUESOU04C Mix live audio

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to mix audio for live performance. As such it builds on other units dealing with the set-up and operation of audio equipment. Skills in mixing audio are developed over an extended period. This unit defines a minimum standard for the mixing of live audio. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working as sound technicians apply the skills and knowledge described in this unit. Typically they are responsible for the front-of-house mix which involves creating quality sound for an audience. The skills and knowledge associated with managing the foldback mix for performers on stage are covered in: • CUESOU11B Set up and operate stage monitor systems. The work often involves long or irregular hours and can be physically demanding. The ability to work cooperatively as part of a production team is essential. It is strongly recommended that this unit be assessed with or after the following units: • CUESOU07B Apply a general knowledge of audio to work activities

	• CUESOU10B Operate wireless audio equipment • CUSSOU303A Set up and disassemble audio equipment • CUESOU03C Operate professional audio equipment. This unit also has linkages to other audio units and combined assessment and/or training with those units may be appropriate, e.g.: • CUESOU11B Set up and operate stage monitor systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Tune and balance audio equipment	- Power up equipment and check to ensure it is in working order - Match interfaces between audio and destination in accordance with level, impedance, phase and frequency - Route signals to correct signal path - Operate faders to produce an audio level in accordance with production requirements - Operate audio controls in accordance with acoustic and dynamic requirements - Promptly identify faults and problems and take appropriate action to rectify or report to relevant personnel - Complete audio check, implement any required adjustments and document accurately in accordance with organisational requirements
2. Mix audio sources	- Mix audio to produce the required audio level and tonal balance in accordance with production requirements - Monitor signal paths throughout the performance - Select effects in accordance with production requirements - Adjust equalisation for required tonal balance - Adjust relative fader levels in accordance with the musical context - Balance signal levels appropriately - Produce transitions between sound signals that are technically accurate and produce the required effect - Ensure that the level of the composite signal is within technical limits and the desired dynamic range - Maintain overall audio level in accordance with venue requirements and safe noise levels

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communicating skills sufficient to liaise with other stage technicians

REQUIRED SKILLS AND KNOWLEDGE

- planning and organising skills to manage and monitor the mix during performance
- numeracy skills sufficient to set gain structure
- problems solving skills in the context of identifying and responding to need for adjustments to mix during performance
- technology skills to operate a mixing console

Required knowledge

- console types and features, both small and large FOH consoles, analogue and digital, and their mixing capabilities
- matrix and main outputs of consoles and their use
- typical mixing requirements for different types of performance, e.g. theatre, music concert
- techniques for adding sub-mixers and properly patching into system
- overview of VCA masters, and use of them
- overview of working with automation, and working with snapshot automation and cue delivery
- overview of the use SMPTE and/or MIDI to fire cues and automation
- dynamic automation factors sufficient to understand processing limitations and interface required for timed (dynamic) automation and crossfades
- overview of contemporary audio effectors and DSP effects
- overview of signal processing options and their applications, including use of signal processing as a tool for troubleshooting and creative uses for effects and signal processing

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- ability to use the range of console features to mix audio which meets the requirements of a production
- knowledge of specific techniques for mixing audio in different environments.

EVIDENCE GUIDE	
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the mixing of audio for more than one live performance/production • involvement of and interaction with a production team to reflect the collaborative nature of the production process • use of industry-current equipment.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • evaluation of the mix at a live event where the candidate is responsible for mixing audio • case studies to assess ability to adapt mix to different production environments • oral or written questioning to assess knowledge of mixing techniques and equipment features • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • industry-current audio mixing consoles • venue in which audio can be mixed for a live event.

Range Statement

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

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Equipment operated to mix audio must include:	• a range of microphones • amplifier • equaliser • loudspeakers • mixing consoles • signal processor (effects units)
Relevant personnel may include:	• designer • director • performers • stage manager • other technical staff
Effects may include:	• compression • distortion • echo • gates • limiters • pitch band • reverberation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units	

Co-requisite units		

CUESOU07B Apply a general knowledge of audio to work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the foundation skills and knowledge required to complete a range of general audio-related tasks in a live venue environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with audio operations in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. They are working under the direct supervision of an experienced sound technician. The role includes the need for an understanding of the role of sound technicians, the process for setting up audio equipment and the functions of a range of sound equipment. Equipment operation is at a routine level. This unit underpins and has linkages to general technical units and all other audio units, and combined training and assessment with those units may be appropriate, e.g.: • CUSOHS301A Follow occupational health and safety procedures • CUETGE15B Handle physical elements safely during bump in/bump out.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Make preparations for audio set-up	1.1.Extract key information from audio installation plans and confirm requirements with supervisor 1.2.Correctly identify preferred rigging and positioning points for audio <i>equipment</i> 1.3.Correctly identify cables used to connect different audio components 1.4.Correctly identify and sort equipment and <i>accessories</i> in preparation for set-up, ensuring appropriate handling and taking account of <i>equipment differences</i>

ELEMENT	PERFORMANCE CRITERIA
2. Complete tasks using audio equipment	2.1. Correctly connect, disconnect and position audio system cables, including microphone, speaker, multicore and power feeds, in accordance with supervisor's instructions and safety requirements 2.2. Wire the audio system in correct sequence and confirm with supervisor 2.3. Set start up and operating settings in correct sequence and correctly use features of audio desk in accordance with instructions 2.4. Identify any problems with equipment promptly, take action within scope of individual responsibility or report to supervisor 2.5. Use positioning and equalising techniques to create optimum sound quality 2.6. Communicate appropriately with other technicians, performers or customers during the completion of tasks

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to extract key information from audio installation plans
- numeracy skills sufficient to sort and count equipment

Required knowledge

- the general scope and potential of audio operations within different live production contexts, e.g. theatre, music, corporate
- the relationship between audio operations and other technical and performance areas, including lighting, vision systems and performance
- typical roles and responsibilities of audio technicians in different contexts, including different career paths
- fundamentals of sound in a circuit, including understanding that microphone level is 40 to -60dB line level
- features and meaning of a typical sound system signal flow chart, including signal chains, gain structure and levels
- decibel levels and basic sound pressure level measurement, including that frequency is measured in Hertz, understanding the differences between 100Hz and

REQUIRED SKILLS AND KNOWLEDGE

1kHz

- understanding of phase, including phase cancellation, and that at 180 degree phase difference signals do cancel each other out
- common terminology used in relation to audio
- occupational health and safety requirements and legislation that relate to audio personnel, in particular with regard to working safely with electricity
- requirements for the storage of audio equipment
- key features, purpose and basic operating procedures of major types of audio equipment, including different types of loudspeakers, audio mixing consoles, signal processing equipment, input source equipment and common accessories
- different types of cable, their usage in different situations and how to care for them, including:
 - microphone cables; how to run safely and neatly and where to store excess
 - speaker cables; how to run safely and neatly and avoid lighting components
 - multicore cables, how to run safely and neatly and where to store excess
 - power cables, how to run safely and neatly and where to store excess

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- recognition of sound equipment, including key features and purpose
- understanding of signal flow through the audio chain
- completion of audio-related tasks in accordance with health and safety procedures.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the completion of a range of preparatory and set-up tasks with industry-current audio equipment
- project or work activities that allow knowledge to be applied to specific production contexts and situations.

EVIDENCE GUIDE**Method of assessment**

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the candidate completing audio-related tasks
- evaluation of equipment which has been set-up by the candidate
- oral or written questioning to assess knowledge of equipment and audio theory
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands 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

Assessment of this unit requires access to:

- a range of sound equipment as identified in the Range Statement
- a sound system
- an environment in which an audio system can be run.

Range Statement**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.

Equipment must include:

- audio mixing consoles
- input source equipment
- loudspeakers

RANGE STATEMENT	
Accessories used in live audio may include:	• active splits • analysis software • continuity and phase testers • DI boxes • insulation transformers • spectrum analysers • SPL meters • white or pink noise generators
Equipment differences for loudspeakers may include:	• features of high frequency compression driver types • size of paper cone loudspeakers
Equipment differences for audio mixing consoles may include:	• how front of house consoles differ from stage monitor consoles, particularly the difference between pre and post fade auxiliary sends
Equipment differences for input source equipment may include:	• devices in the main signal chain, e.g. equalisers, CD, cassette, mini disk • devices inserted over individual channels, such as noise gates, limiters, compressors, preamps
Correct start up sequence and operating settings for an audio system would include:	• ensuring all amplifier volume controls are down (at minimum settings) • ensuring all output faders on console are down (at minimum settings or muted) • powering up all front-of-house equipment first • powering up amplifiers last • winding up amplifier volumes after all equipment is powered up
Correct sequencing of wiring would include:	• connection of adequate mains to all components and understanding of power isolation • patching to create a complete signal chain from input to output • safe and neat positioning of cables and multicore
Sound equipment may include:	• amplifiers to suit the system • analogue FOH mixing desk of at least 24:8:2 format • CD player • computer DAT • effects rack • hard disc recorder • microphones of different pickup patterns and

RANGE STATEMENT

	types • mini disc • signal processing equipment • speakers as part of the system • stereo 3-way PA system for audiences of different sizes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUESOU08B Select and manage microphone and other audio input sources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to select and manage audio input sources and the audio signals these devices create. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working as sound technicians apply the skills and knowledge described in this unit. They are working at a senior level since they are responsible for creating and implementing complex microphone plots. As such it requires a detailed knowledge of microphone and input source technology. The work often involves long or irregular hours and can be physically demanding. The ability to work cooperatively as part of a production team is essential. It is strongly recommended that this unit be assessed with or after the following unit: • CUESOU07B Apply a general knowledge of audio to work activities. This unit also has linkages to other audio units and combined assessment/training with those units may be

	appropriate, e.g.: • CUSSOU303A Set up and disassemble audio equipment • CUESOU04C Mix live audio.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select microphones and other input	1.1. Analyse performance outline and liaise with relevant colleagues to determine audio requirements

ELEMENT	PERFORMANCE CRITERIA
sources according to application	1.2. Assess the venue/location to determine input source options based on acoustic analysis and any physical limitations 1.3. Assess the acoustic source of the audio to identify the preferred microphone placement 1.4. Identify and select the most appropriate microphone options, including consideration of microphones for specific purposes
2. Maximise gain on stage	2.1. Electrically connect and mechanically set microphones in a desired location using safe work practices 2.2. Position microphone appropriately to achieve required gain 2.3. Implement appropriate equalisation options and introduce relevant effects equipment to increase gain before feedback
3. Manage inputs	3.1. Prepare and implement an appropriate microphone plot 3.2. Patch microphone signals to the audio mixing desk, including multiple signals where required 3.3. Prepare and maintain an input signal failure plan 3.4. Test input sources, identify any problems promptly and take action to rectify as appropriate

Required Skills and Knowledge

Required skills
- current trends in microphone development and the availability of products - terminology associated with input source management
Required knowledge
- detailed knowledge of different types of microphone and their applications, including different audio pick-up patterns, microphone behaviour in different environments, acoustic consequences of signal phase problems, the use of phantom power - microphone requirements for different types of environment, including live sound, studio recording and live broadcast - techniques for preparation of a microphone plot, including key elements and relevant issues for consideration - techniques for preparation of an input signal failure plan, including key elements

Required skills

- and issues for consideration
- techniques for management of diverse input signal types, including limitations

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- in-depth knowledge of microphone technology and product options sufficient to complete a complex set-up
- ability to select, set-up and test a microphone plot.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the selection and set-up of a complex microphone plot for more than one production/event
- involvement of and interaction with a production/performance team
- use of industry-current equipment.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of the audio aspects of an event where the candidate has been responsible for microphone selection and set-up
- evaluation of a microphone plot prepared for a specific purpose by the candidate
- oral or written questioning to assess knowledge of microphone technology
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

EVIDENCE GUIDE	
	Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a range of industry-current microphones of different types • other audio equipment such as mixing console • venue/location for staging of production/event.

Range Statement

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.	
<i>Acoustic sources</i> may include:	• acoustic instruments • electric instruments • the voice for dramatic dialogue • the voice for lectures and meetings • the voice for music
<i>Microphone options</i> may include:	• condenser • dynamic
<i>Microphones for specific purposes</i> may include:	• lectern • specific instruments, e.g. piano, electric guitar • stage dialogue
<i>Equalisation options</i> and effects equipment to achieve maximum gain before feedback may include:	• feedback eliminator style device • one third octave equaliser • parametric equaliser

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUESOU09B Manage and compile audio replay material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to compile sound effects and replay material from diverse sources and to replay those effects on cue in a live performance situation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working as sound technicians apply the skills and knowledge described in this unit. Typically they are responsible for assembling the range of sound effects required during a live performance and ensuring that these are replayed in the correct sequence and required level during performances. The work often involves long or irregular hours and can be physically demanding. The ability to work cooperatively as part of a production team is essential. It is strongly recommended that this unit be assessed with or after the following unit: • CUESOU07B Apply a general knowledge of audio to work activities. This unit has linkages to a range of other audio units, and combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess source materials	1.1.Liaise with relevant colleagues to determine production needs for <i>replay</i> materials 1.2.Identify sources of materials and ascertain availability 1.3.Prepare an accurate record of material noting source, content and duration required 1.4.Establish any copyright restrictions on <i>source</i>

ELEMENT	PERFORMANCE CRITERIA
	materials and seek clearance for use as required
2. Assemble source materials	2.1. Collect and collate pre-recorded materials and check correct versions and duration 2.2. Liaise with relevant colleagues to determine the most appropriate replay mechanism or platform 2.3. Ascertain hardware and software availability for duplication and recording
3. Duplicate and record materials	3.1. Correctly record voice using a range of devices 3.2. Correctly prepare an Edit Decision List (EDL) 3.3. Use appropriate techniques and equipment to record sources at different source levels 3.4. Use correct techniques and equipment to complete editing of tracks or cues 3.5. Make back-up materials using equipment correctly
4. Test and play materials on cue	4.1. Check final source material against show log 4.2. Correctly prepare replay equipment, sound levels and back-up hardware 4.3. Confirm cues with relevant colleagues 4.4. Play materials on cue

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

literacy skills sufficient to interpret cue documentation and source materials

Required knowledge

- optimum recording levels for a range of devices
- operating techniques for different recording devices, both digital and analogue
- operating techniques for a range of audio equipment to complete a signal chain
- safety issues associated with recording material
- copyright, moral rights and intellectual property issues and legislation that impacts on the recording and replay of material
- techniques for creation and adaptation of cue sheets

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: - ability to correctly use equipment to record and edit source materials for use as audio effects in a live production - knowledge of recording and replay devices.
Context of and specific resources for assessment	The assessment context must provide for: - practical demonstration of skills through the recording and editing of sound effects for use in a live production - use of industry-current equipment.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of audio materials compiled/edited by the candidate - oral or written questioning to assess knowledge of equipment and techniques - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - source materials - recording and replay devices.

Range Statement

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.	
<i>Replay</i> requirements may include:	• multi-tracking • music • sound effects • voice overs
<i>Source materials</i> may include:	• cassette • CD • live effects • musical instruments • radio and TV broadcasts • voice
<i>Replay mechanisms</i> or platforms may include:	• cassette decks • CD player • DAT machine • hard disk recorder • mini disk player • PC • reel-to-reel machines

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUESOU10B Operate wireless audio equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to specify, fit and operate radio microphones and in-ear wireless monitors for any production within the cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People working as sound technicians apply the skills and knowledge described in this unit. They are working at a senior level since their responsibilities go beyond the basic skills required to attach microphones to individual performers/presenters. They are responsible for using a range of radio microphone technology during a production and for managing spectrum. In this role they require a sound knowledge of the technical and production issues that impact on radio microphone operation. The work often involves long or irregular hours and can be physically demanding. The ability to work cooperatively as part of a production team is essential, along with the interpersonal skills required to work with performers. It is strongly recommended that this unit be assessed with or after the following units: • CUESOU07B Apply a general knowledge of audio to work activities

	CUESOU08B Select and manage microphone and other audio input sources. This unit also has linkages to a range of other audio units and combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Assess wireless audio equipment requirements and plan spectrum management	1.1. Liaise with relevant personnel to determine the various production factors that will impact on wireless audio equipment operation 1.2. Assess both technical and performance factors to establish the most appropriate approach to the use of wireless audio equipment in accordance with any regulatory requirements 1.3. Establish all other wireless frequencies in use within range, including security and building services users 1.4. Research and establish wireless instrument and in-ear monitor frequencies to be used by all acts, performers and musicians associated with the performance 1.5. Plot proposed and currently used frequencies onto suitable plot and compare with legal and available frequencies 1.6. Establish actual frequencies to be used, allocated to each person, performer, musician, and/or department 1.7. Where multiple use of the same frequency for different performers or segments is required, prepare a suitable spreadsheet/plot 1.8. Accurately document wireless audio equipment requirements prior to the production to ensure easy interpretation by others 1.9. Ensure availability of equipment and accessories in accordance with production requirements
2. Set-up wireless equipment	2.1. Establish suitable location for equipment and technician work area in consultation with relevant personnel 2.2. Run audio lines appropriately from wireless equipment to stage box or patch point and make correct connections in accordance with plot 2.3. Run standby microphone cable/s as required, and have wired and wireless standby equipment on hand 2.4. Establish backup channels with appropriate personnel, and put in place other appropriate contingency management measures
3. Check and fit wireless audio equipment	3.1. Make appropriate checks on wireless audio equipment prior to fitting to ensure equipment is correctly labelled, in working order and fully charged with new batteries 3.2. Check that frequency setting on microphones and

ELEMENT	PERFORMANCE CRITERIA
	transmitters is matched and complete appropriate tuning 3.3. Identify the most appropriate position for the equipment based on performance and technical issues 3.4. Fit wireless audio equipment using appropriate attachment techniques to meet performance requirements 3.5. Follow appropriate protocols with performers during the fitting process 3.6. Clearly explain any technical operation issues to performers 3.7. Check and adapt gain structure to fit production requirements
4. Monitor wireless audio equipment systems	4.1. Correctly set wireless audio equipment so that signal is received by the sound desk 4.2. Politely request performer to use equipment to ensure it is working correctly and crosscheck 4.3. Monitor all wireless systems throughout production, identify any problems and take appropriate action to rectify
5. Complete work operations	5.1. Retrieve wireless equipment from performers at conclusion of their performance 5.2. Clean and arrange or store wireless equipment in readiness for the next user or the next performance

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation and regulatory requirements
- numeracy skills sufficient to work with frequency allocations

Required knowledge

- the performance factors which impact on the use of wireless audio technology
- different types of wireless audio equipment available, and their use and application

REQUIRED SKILLS AND KNOWLEDGE

- in different types of production
- role of different antennae
- ways in which radio equipment can be fitted to performers
- common frequencies used with wireless audio equipment, how these may be reserved or affected by local TV or radio transmitters
- protocols for dealing with performers during equipment fitting
- regulatory requirements for the use of wavelengths, including the Australian Communications Authority frequency allocations
- frequency spacing required for adjacent wireless channels, and how to establish number of practical and available channels at a given location

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- knowledge of the regulatory and technical issues that affect the use of wireless audio technology
- ability to determine appropriate approaches to the use of wireless audio technology to meet the needs of a particular production.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the appropriate selection and use of equipment for a production where multiple performers need to be fitted with wireless equipment
- interaction with others to demonstrate the interpersonal skills required for the fitting process
- use of industry-current equipment.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of a performance using multiple pieces of

EVIDENCE GUIDE

	wireless equipment where the candidate has been responsible for the selection and set-up of equipment • case studies to assess ability to suggest approaches and equipment for different production circumstances • oral or written questioning to assess knowledge of technical or performance issues that impact on wireless audio operation • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • radio microphones, in-ear monitors, transmitters and receivers • a venue where a production requiring wireless audio technology can be held.

Range Statement**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.

<i>Relevant personnel</i> may include:	• director • front of house engineer • performers • stage manager • stage monitor engineer • systems engineer.

RANGE STATEMENT	
	• other technical specialists
Technical factors that impact on wireless audio equipment operation may include:	• frequencies for operation • need for back up microphones • number of radio microphones being used • options for different antennae • other equipment on stage • presence of moisture or water • volume required
Performance factors that impact on wireless audio equipment operation may include:	• level of movement by the performer • number of costume changes • singing requirement • speaking requirement
Fitting techniques may include:	• attachment to hair strands • attachment to other clothing • use of tape
Appropriate protocols when dealing with performers may include:	• acknowledging privacy issues • assessment of performer allergies or history • checking comfort levels • clarifying positioning or fitting details • requesting permission to commence fitting
Problems with wireless audio equipment may include:	• faulty/intermittent signal • need for more secure attachment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUESOU11B Set up and operate stage monitor systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge needed to determine the requirements for a stage foldback system, and to set up and operate that system for performers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Sound technicians or foldback mixers apply the skills and knowledge outlined in this unit. It can be a challenging role since they need to satisfy the on-stage mixing requirements of each individual performer in a group or orchestra. This unit requires detailed knowledge of equipment and the specific issues that apply to the monitoring of foldback. As such it most commonly applies to musical performance. It is strongly recommended that this unit be assessed with or after the following units: • CUESOU07B Apply a general knowledge of audio to work activities • CUESOU10B Operate wireless audio equipment • CUSSOU303A Set up and disassemble audio equipment • CUESOU03C Operate professional audio equipment.

	This unit also has linkages to other audio units and combined assessment and/or training with those units may be appropriate, e.g.: • CUESOU04C Mix live audio.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine performance	1.1. Obtain accurate performance and venue <i>information</i> to inform the planning of the stage monitor system

ELEMENT	PERFORMANCE CRITERIA
requirements	1.2. Correctly interpret documentation to determine system requirements 1.3. Liaise with venue and other technicians/departments to allocate adequate set-up time and to confirm requirements for stage monitor system set-up and checking
2. Specify stage monitor system	2.1. Prepare accurate stage layout diagram with proposed placements of all required stage monitor equipment 2.2. Select appropriate stage monitor loudspeakers or in-ear monitors for each required send (mix) 2.3. Select appropriate stage monitor loudspeaker or in ear processing and/or amplification, plus cabling 2.4. Ensure adequate monitoring and communication systems are in place for all relevant personnel 2.5. Ensure availability of any in-ear or wireless equipment and accessories through liaison with relevant personnel
3. Set-up equipment and prepare for performance	3.1. Correctly set-up stage monitor console, processing/amplification racks and engineer's monitor, completing all appropriate checks 3.2. Check that all cables are neatly routed and secured and that all equipment is safely positioned 3.3. Ensure that there are adequate resources available in the event of equipment breakdown 3.4. Neatly and correctly label stage monitor console input channel strips, and all processing equipment so that each item is clearly identified as to function and relevant mix 3.5. Position all stage monitor loudspeakers and neatly run/fix all appropriate cables in accordance with health and safety requirements 3.6. Cross check final set-up against production requirements
4. Tune, equalise and adjust system for performance	4.1. Test all components of the stage monitor system, including a complete line check of all inputs, in accordance with health and safety requirements 4.2. Individually equalise each stage monitor send to avoid run-away feedback at all times and set top gain (level) indication for microphones 4.3. Cross check all adjacent stage monitor sends to allow for acoustic interference

ELEMENT	PERFORMANCE CRITERIA
	4.4.Run complete system up to safe working limit, including while any front of house speaker system is operating, to check adequate performance and mains power availability
5. Liaise with performers on requirements	5.1.Establish and maintain a positive working relationship with relevant performance personnel 5.2.Reconfirm production requirements with each relevant performer and check that set-up meets individual requirements in relation to quality, balance and mix sound levels 5.3.Promptly identify malfunctions and rectify appropriately
6. Prepare sound mixing console for operation	6.1.Liaise with relevant personnel and/or read production documents to interpret and confirm the sound requirements so that technical and creative requirements are met 6.2.Ensure adequate worklights or console illumination and check light spill
7. Operate console during production	7.1.Observe occupational health and safety requirements for operating the sound mixing console 7.2.Operate faders to produce a level appropriate to the required sound and check each send (mix) in regular rotation 7.3.Make appropriate adjustments to equalisers to produce an appropriate tonal quality 7.4.Monitor sources and outputs both aurally and visually to meet with accepted safety standards and production requirements 7.5.Promptly identify and appropriately troubleshoot any problems on stage 7.6.Where required, allow audio signals to be processed, adding desired effects or other signal processing where necessary 7.7.Communicate appropriately with relevant personnel, when required, throughout the production
8. Complete work operations	8.1.Complete all necessary documentation in accordance with organisational procedures and production requirements 8.2.Ensure that any equipment is handled, cleaned, maintained and stored in accordance with organisational and/or production requirements 8.3.Ensure that the work environment is clean and

ELEMENT	PERFORMANCE CRITERIA
	restored to its original condition in readiness for the next user

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret production documentation, draw diagrams
- numeracy skills sufficient to work with measurements and numerical aspects of audio consoles

Required knowledge

- types of information required to plan stage monitor system
- features of different types of stage monitor systems for different contexts, including different equipment requirements
- particular issues and challenges associated with stage monitor systems
- safety issues associated with the set-up and installation of stage monitor systems
- issues associated with foldback mixing for different applications, e.g. concert, theatre
- techniques for equalisation of foldback speakers

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- ability to plan, set-up and operate a stage monitor system that meets production and performer requirements

EVIDENCE GUIDE	
	knowledge of stage monitoring equipment and the range of issues and challenges associated with operation of the equipment in a live production environment.
Context of and specific resources for assessment	The assessment context must provide for: - practical demonstration of skills through the planning, set-up and operation of stage monitor systems for more than one live production - involvement of, and interaction with, a production team and performers to reflect the collaborative nature of the process - use of industry-current equipment.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of foldback quality where the candidate is responsible for set-up and operation - discussion with performers for whom the candidate has set-up and operated stage monitor systems - case studies to assess ability to plan and set-up stage monitor systems for different contexts - oral or written questioning to assess knowledge of equipment, set-up procedures and safety issues - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - industry-current stage monitor equipment - venue where stage monitor system can be set-up and operated.

Range Statement

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.	
Information required to plan stage monitor system may include:	• input sources • performance schedule • performance style • stage layout
Requirements for stage monitor system set-up and checking may include:	• need for a clear stage • sound check with performers • stage monitor system equalisation with non-essential personnel removed from the stage area
Stage layout diagram would include positioning of:	• establishment of adequate balanced lines available from splitter system for stage monitors • monitor speakers • multicore stage box • processing and amplification racks • stage monitor console
In-ear or wireless equipment and accessories may include:	• batteries • reverb or external effectors • stands/microphone mounts
Checks to be undertaken when setting up stage monitor system include:	• phantom power switches off • position of equalisation controls • re-setting of external processing gear to flat (if EQ) • setting of external effectors or signal enhancers start-up position • setting of send controls

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUESOU12B Set up and operate audio system control networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to set-up a basic data network as it relates to remote control and distribution for DSP audio. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Sound engineers apply the skills and knowledge outlined in this unit. Typically they are responsible for setting up and monitoring audio system control networks which include remote monitoring and control systems for amplifiers, remote control and matrix networks controlled over the Ethernet, and proprietary DSP control systems where different functions can be assigned remotely. This unit has linkages to other audio units and combined assessment and/or training with those units may be appropriate, e.g.: • CUSSOU22A Implement sound design • CUESOU04C Mix live audio • CUSSOU303A Set up and disassemble audio equipment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine network requirements	1.1. Liaise with relevant stakeholders to establish <i>system requirements</i> 1.2. Investigate available system resources and ascertain <i>capabilities</i> 1.3. Draw an accurate system flow chart with all components in correct order 1.4. Correctly allocate audio stage boxes where analogue audio is required 1.5. Determine audio schedules with allowance for preset system configurations and dynamic system changes in accordance with needs
2. Set-up control network	2.1. Assemble relevant <i>hardware components</i> in accordance with system needs 2.2. Assemble network topography in accordance with

ELEMENT	PERFORMANCE CRITERIA
	system needs 2.3. Complete the interface with analogue audio as required
3. Test and commission network	3.1. Test the network topography and resources to ensure correct functioning 3.2. Commission analogue audio components appropriately 3.3. Correctly activate and implement all DSP system presets
4. Monitor network	4.1. Crosscheck performance of amplifiers and loudspeakers in accordance with DSP system assignments 4.2. Identify any problems with network, take appropriate action or report to relevant colleagues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- problem solving and technology skills in the context of controlling wiring and audio routing options for a typical distributed audio control system
- literacy skills sufficient to interpret audio data and draw system flow chart
- numeracy skills sufficient to work with numerical data used in audio equipment

Required knowledge

- MIDI, SMPTE and show-based protocols and control mediums
- machine control, lighting control, other stage systems
- terminology and definitions for digital systems and network control, including modern Ethernet and RS 232 based systems
- overview of cues and their relationship to control networks
- overview of analogue forms of control and switching, versus digital control and networks
- overview of data transmission and error correction
- overview of data network distribution, network topologies, and basic network protocols
- overview of data communications, data interfacing, and interfacing with various common computer operating systems, including Windows and Macintosh

REQUIRED SKILLS AND KNOWLEDGE

- overview of DSP processing, processor types and applications within control systems
- basic principles of transmission, limitations, latency (processing time) and typical network performance
- proprietary audio transmission protocols, examples, and other kinds of full bandwidth audio transmission topologies

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- understanding of data interfacing and protocols
- ability to configure audio networks to meet specific requirements.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the implementation of an audio network for more than one production
- involvement of, and interaction with, a production team to reflect the collaborative nature of the unit
- use industry-current equipment.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of a network set-up by the candidate
- case studies to assess ability to create networks for different requirements
- oral or written questioning to assess knowledge of data protocols and interfacing
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

EVIDENCE GUIDE	
	Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • industry-current audio networking devices • venue in which audio can be networked.

Range Statement

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.	
<i>System requirements</i> may include:	• liaison with sound designer • operational overview • signal flow diagram
<i>Capabilities</i> may include:	• output signal routing options • remote control of processing equipment
<i>Hardware components</i> may include:	• amplifiers • loudspeakers • mixing consoles • network control devices • signal processors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUESOU13B Specify, install and operate audio for an outdoor event

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to specify, set-up and operate an audio system for an outdoor event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A supervising sound technician would typically undertake the role outlined in this unit which focuses on the skills and knowledge required to plan audio operations for an outdoor event, where factors affecting audio operations can be quite varied. For example, weather conditions can significantly affect the operation of sound equipment during a live performance or event. It is strongly recommended that this unit be assessed with or after the following units: • CUESOU07B Apply a general knowledge of audio to work activities • CUSSOU303A Set up and disassemble audio equipment • CUESOU08B Select and manage microphone and other audio input sources • CUESOU03C Operate professional audio equipment. This unit also has linkages to other audio and management

	units, and combined assessment and/or training with those units may be appropriate, e.g.: • CUEOHS01C Implement workplace health, safety and security procedures • CUETEM06B Organise and monitor bump in/bump out • CUETEM01C Coordinate production operations • CUETEM03C Establish and manage production requirements and resources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Specify audio for an outdoor event	1.1. Correctly interpret performance/production outline to determine audio requirements 1.2. Source and analyse relevant information on regulations that affect the design of outdoor audio systems, including noise pollution and insurance issues 1.3. Research the venue or site to determine specific factors for consideration in outdoor audio system specification 1.4. Accurately record site information in an appropriate format to assist with system design 1.5. Develop appropriate audio system specification with full consideration of power issues, loudspeaker requirements and sound pressure factors 1.6. Develop an accurate schedule of system requirements, including all components, with specific reference to additional infrastructure and equipment requirements for outdoor audio
2. Install audio system for an outdoor event	2.1. Complete checks to ensure availability of all resources prior to installation phase 2.2. Install audio system in accordance with safety procedures and test for adherence to site restrictions, emergency procedures and noise pollution limitations within scope of individual responsibility and certification 2.3. Liaise with relevant colleagues during installation to ensure efficiency of installation and maximum cooperation 2.4. Make appropriate checks to ensure mains power is well reserved
3. Operate and monitor outdoor audio	3.1. Monitor sound dispersion, weather and overall sound quality and take appropriate action to rectify any problems within scope of individual responsibility and certification 3.2. Monitor reporting system for sound pressure levels at various positions on and off site 3.3. Monitor ambient temperature and re-evaluate time delay settings accordingly 3.4. Communicate with colleagues during operation to share relevant information and ensure quality of production

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to liaise with artistic and technical personnel on performance requirements
- planning and organising skills to investigate equipment variables for outdoor context and organising set-up of outdoor events
- problem solving skills in the context of developing and actioning contingencies for wet weather
- technology skills to operate audio equipment

Required knowledge

- the unique issues that affect outdoor audio, including issues associated with transmission, types and size of equipment
- requirements for control of timing and delays while dealing with the speed of sound
- occupational health and safety implications when operating audio equipment outdoors, including types of hazards and possible responses
- legal and regulatory issues that impact on outdoor audio, including those related to noise pollution
- power and electricity provision and how this will vary between outdoor sites
- site access and weather protection issues relevant to audio

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- knowledge of the particular issues that affect the design, installation and operation of outdoor audio

EVIDENCE GUIDE	
	ability to design, install and operate a system that meets production requirements and takes account of all relevant environmental factors.
Context of and specific resources for assessment	The assessment context must provide for: - practical demonstration of skills using industry-current equipment through the design, installation and operation of an audio system for more than one outdoor event - involvement of and interaction with a production and performance team to reflect the collaborative nature of the unit - use of industry-current equipment.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of the audio quality at an outdoor event for which the candidate has designed and operated the audio system - projects or case studies to assess ability to design outdoor audio systems for different environmental conditions - oral or written questioning to assess knowledge of the particular issues impact on outdoor sound - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: - an outdoor venue - industry-current audio and other relevant staging equipment suitable for outdoor use.

Range Statement

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.

<i>Factors for consideration</i> in outdoor audio system design may include:	• legal issues associated with sound re-enforcement/noise pollution • location of audience • need for specialist assistance • performer requirements • positioning of stage • presence of trees or other site features which may affect audio operation • relationship of equipment location to audience • site dimensions • time of year/forecasted weather patterns
<i>Additional infrastructure and equipment requirements</i> for outdoor audio may include:	• crowd barriers around equipment • flying towers • occupational health and safety requirements • platforms • protection for equipment • rigging • support and mixing positions
<i>Relevant colleagues</i> with whom liaison may be required during set-up may include:	• event manager • performers • production manager • specialists, eg acousticians • stage manager • other technicians (both audio and others)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUESTA01C Install staging elements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to install a range of staging elements for any production within the cultural industries. It builds on the skills found in the unit CUESTA05C Apply a general knowledge of staging to work activities. The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels. CPCCLDG3001A Licence to perform dogging CPCCLRG3001A Licence to perform rigging basic level CPCCLRG3002A Licence to perform rigging intermediate level CPCCLRG4001A Licence to perform rigging advanced level. Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering a construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' fulfils this requirement.

Application of the Unit

Application of the unit	Mechanists apply the skills and knowledge outlined in this unit. In this role they are responsible for installing a range of scenery and set items for performances or events. These include soft scenery, as well as weight and non-weight bearing set items. This unit has linkages with a range of other staging and technical production units, and combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for installation of staging	1.1. Prepare venue at the appropriate time in accordance with bump-in schedule 1.2. Read, correctly interpret and apply stage plans to venue layout 1.3. Identify and liaise with relevant personnel to determine the sequence of installation for staging elements 1.4. Where there is an existing stage, communicate modifications clearly to relevant personnel and implement as required 1.5. Install other equipment and necessary structures in consultation with the relevant personnel 1.6. Pre-rig equipment as required within safety guidelines and licensing requirements
2. Install staging elements	2.1. Mark out ground plan accurately onstage in accordance with design specifications and venue requirements 2.2. Install staging elements in accordance with design specifications and requirements of the production 2.3. Install staging elements in the appropriate sequence as agreed with relevant personnel 2.4. Install staging elements in accordance with safety regulations and any manufacturer instructions 2.5. Select and use appropriate equipment to assist with staging installation, using safe working practices at all times
3. Check staging elements after installation	3.1. Check each staging element to ensure operational standards for performance are achieved and that all safety requirements have been met 3.2. Identify any problems with staging elements, take appropriate action to rectify or refer to relevant personnel for action 3.3. Identify any modifications required to improve suitability for performance and take appropriate action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret stage plans
- numeracy skills sufficient to take measurements required for installation

Required knowledge

- types of control desks which operate stage machinery
- techniques for working out load capacity of stage machinery
- safe and efficient methods and procedures used in manoeuvring loads
- techniques for handling scenic elements, eg toggling flats and pin hinging
- relevant legislative and/or organisational health and safety requirements, including safe manual handling techniques, working at heights, moving loads safely
- safety issues associated with using ladders
- signals to be employed when using stage machinery
- safety procedures to be followed in the event of lifting, revolving or trucking emergencies

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- application of safe working practices for installing staging elements
- knowledge of safety issues specifically associated with the installation of staging
- ability to communicate effectively within a staging team.

Context of and specific resources for assessment

The assessment context must ensure:

- practical demonstration of skills through the

EVIDENCE GUIDE	
	installation of staging elements for more than one production • installation of staging elements within realistic workplace timeframes • involvement of and interaction with a production team to reflect the collaborative nature of staging installation.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate completing installation tasks • inspection of staging elements installed by the candidate • oral questioning/interview to assess knowledge of safety and equipment procedures • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a venue where the installation of staging can take place • staging equipment.

Range Statement

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

RANGE STATEMENT	
regional contexts) may also be included.	
Relevant personnel may include:	• designers • directors • production managers • stage managers • technical specialists • venue management
Staging elements may include:	• framed scenery, e.g.: • flats • profiles • doors • windows • furniture and other set props • non-weight bearing scenery, e.g.: • columns • trees • revolves • soft scenery, e.g.: • canvas legs • borders • cloths • gauzes • cycloramas • trucks • weight bearing scenery, e.g.: • rostra • ramps • steps
Modifications to an existing stage may include:	• altering grid and other structures under appropriate supervision • installing staging extensions
Equipment , used during installation may include the following, within regulation limits and licensing requirements:	• cherry pickers • ladders and A-frames • maxilift or genie-type lifter • mobile scaffolding • scissor lift • tallescopes
Installing staging aspects of the	• cast and crew amenities, e.g.: dressing rooms

RANGE STATEMENT

show may involve setting up additional facilities for certain venues, particularly outside venues, and construction of extra requirements, which may include the following (within regulation limits):

- catering facilities
- fences
- front-of-house facilities
- ground coverings
- public amenities
- scaffolding
- seating
- stage coverings
- stages
- tents

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following units:	
	CUESTA05C	Apply a general knowledge of staging to work activities
	MEM18001C	Use hand tools

CUESTA02C Operate staging elements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to operate a range of staging elements during a live production. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Mechanists and staging personnel apply the skills and knowledge outlined in this unit. In this role they are responsible for the safe operation of a range of staging equipment, which requires a sound knowledge of stagecraft, as well as the types of issues that may arise during performance and how these affect the work of staging personnel. This unit has linkages to a range of other staging and general technical units, and combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	.	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Make staging preparations	1.1.Rehearse <i>technical staging aspects</i> of the show and communicate relevant information to performers as required 1.2.Plot, rehearse and execute cues in accordance with directions from the <i>relevant personnel</i> 1.3.Implement any changes correctly and modify cue sheets accurately as required 1.4.Document all modifications in accordance with organisational procedures 1.5.Check the stage prior to performance to ensure that it is set in accordance with performance requirements 1.6.Run appropriate checks on all operable set elements as required to ensure that they are in working order 1.7.Identify and deal with problems and <i>faults</i> safely

ELEMENT	PERFORMANCE CRITERIA
	and effectively, and inform appropriate personnel as required
2. Operate staging elements	2.1. Execute any scene changes correctly and on cue according to performance requirements 2.2. Identify and rectify any staging problems or faults promptly or refer to relevant personnel 2.3. Identify and make emergency repairs quickly and efficiently as required
3. Carry out post performance requirements	3.1. Clear stage as required by production requirements and store materials appropriately 3.2. Identify any faulty set elements, repair to working condition or refer to specialist personnel for action to ensure readiness for next performance

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- problem solving in relation to the types of staging challenges that arise during live performance
- numeracy skills sufficient to calculate timings
- literacy skills sufficient to both interpret and make modifications to staging documentation

Required knowledge

- cue plots, their features, how to action them and make amendments to cues
- operating techniques for a range of staging elements, including movement of flats, operation of trucks and revolves, movement of weight-bearing elements
- knowledge of types of control desks which operate stage machinery
- signals and other communication systems used when operating stage machinery

Evidence Guide

EVIDENCE GUIDE

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

The following evidence is critical of the judgement of competence in this unit:

- ability to operate staging to performance requirements
- application of safe working practices to the movement of staging elements
- effective communication skills to achieve efficient operation of staging during a performance.

Context of and specific resources for assessment

The assessment context must ensure:

- practical demonstration of skills through the operation of staging elements during an actual performance and for more than one production
- involvement of and interaction with a team to reflect the collaborative nature of staging operation during a performance.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of a performance where the candidate is operating staging
- oral or written questioning to assess knowledge of issues to be considered in the operation of staging, typical problems which occur and how these can be addressed
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands 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).

EVIDENCE GUIDE**Guidance information for assessment**

Assessment of this unit requires access to:

- a venue for the staging of an actual production
- staging equipment.

Range Statement**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.

Technical staging aspects of the show may include:

- checking that all staging elements meet operational standard for performance
- quick costume changes

Relevant personnel may include:

- designer
- director
- production manager
- stage manager
- technical staff
- venue management

Staging ***faults*** or problems may relate to:

- director making last minute alterations/additions
- jammed machinery
- last minute loss of crew team member needed for a heavy scene change
- loss of communication
- missing cues

Staging may include:

- framed scenery, e.g. flats, profiles, doors, windows
- furniture and other set props
- non weight-bearing scenery, e.g. columns, trees
- revolves
- soft scenery, e.g. canvas legs, borders, cloths, gauzes, cycloramas
- trucks
- weight bearing scenery, e.g. rostra, ramps,

RANGE STATEMENT

	steps

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following units:	
	CUESTA01C	Install staging elements
	CUESTA05C	Apply a general knowledge of staging to work activities
	MEM18001C	Use hand tools

CUESTA03C Operate flying systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to operate theatrical flying systems. Appropriately licensed personnel must undertake installation of these systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Mechanists and staging personnel apply the skills and knowledge outlined in this unit. In this role they are responsible for operating manual and automated flying systems that raise and lower soft hangings and flats, as well as 'flying' scenery items into and off the stage. This unit has linkages to a range of other staging units and combined assessment and/or training with those units may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Set fly cues	1.1. Correctly interpret production documentation to determine flying requirements 1.2. Accurately plot fly cues and determine correct speed and timing of each cue 1.3. Make modifications and changes in accordance with organisational procedures and <i>safety requirements</i> 1.4. Liaise with other production and performance personnel to ensure correct setting of cues
2. Make pre-operational checks	2.1. Complete pre-show checks to ensure individual components of the <i>flying system</i> are ready for operation and comply with all safety requirements 2.2. Correctly execute the pre-set and accurately document any modifications
3. Operate flying systems	3.1. Operate flying system correctly and safely, ensuring that cues are executed on direction in accordance with performance requirements 3.2. Use flying system within its rated capacity and

ELEMENT	PERFORMANCE CRITERIA
	within an acceptable safety margin 3.3. Where counterweight systems are used, keep the flown load and the counterweights in balance and/or under control 3.4. Use the brake system, handbrake or other stopping devices safely and appropriately 3.5. Use control systems in accordance with instructions 3.6. Promptly identify any problems with flying system operation and rectify or refer to appropriate personnel in accordance with organisational procedures and safety regulations 3.7. Correctly use communication systems and signals in accordance with organisational procedures and relevant safety requirements 3.8. Reset all flying elements at completion of performance in accordance with organisational procedures and safety regulations 3.9. Make reports to relevant personnel on any aspects of system operation requiring attention

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication requirements between different production personnel
- communication systems and correct signals for use when flying
- numeracy skills sufficient to undertake all calculations associated with the operation of theatrical flying systems
- literacy skills sufficient to both interpret and make modifications to production documentation

Required knowledge

- the role of flying systems within different types of production, and the links between flying and other aspects of a production
- different types of flying elements
- knowledge of a range of flying systems and relevant operating techniques
- specific safety issues that impact on flying systems, including regulations about the

REQUIRED SKILLS AND KNOWLEDGE

- scope of work that can be undertaken by unlicensed personnel
- sequencing, equipment, timing and speed requirements for flying systems in the context of different types of production
- emergency procedures relevant to flying system operation
- 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

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- application of safe working practices when operating flying systems
- knowledge of safety issues and regulations associated with theatrical flying.

Context of and specific resources for assessment

The assessment context must ensure:

- practical demonstration of skills through the operation of flying systems for more than one production
- involvement of and interaction with a team to reflect the collaborative nature of the production process.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the candidate operating flying systems correctly and safely
- oral or written questioning to assess knowledge of safety issues and different operating and communication techniques
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the

EVIDENCE GUIDE	
	candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to: • a venue in which a theatrical flying system is installed • a production for which to operate flying systems.

Range Statement

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.	
<i>Safety requirements</i> refers to:	• both specific organisational requirements and statutory authority requirements
Types of <i>flying systems</i> may include:	• belaying, abseiling equipment • block and tackle systems • chain crawlers • chain motors and chain blocks • electrically operated winches • electrically powered flying systems • hand lines • hydraulic flying systems • manually operated counterweight systems (single or double purchase) • manually operated winches • pulley systems Note: installation of some of these systems must

RANGE STATEMENT	
	be completed by or under the supervision of licensed personnel.
Problems that occur with flying systems may include:	• failure of performers and workers to observe warnings of flying activities • inadequate tie-off applications • incorrect balance of load • overload on system • slippage of wore ropes from pulleys
Communication systems and signals may include:	• hand signals • screen monitor • verbal calls, with or without headsets • warning lights • watching for the cue • written instructions
Flying elements may include:	• lighting, e.g.: truss, lanterns, practicals, special effects • machinery and equipment, e.g.: • smoke machines • fog machines • lasers • vehicles • performers • scenery, e.g.: • flats • doors • windows • legs • borders • soft hangings, e.g.: • legs • borders • cycloramas • masking • tabs • sound, e.g.: speakers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units	It is strongly recommended that this unit be assessed with or after the following unit:	
	CUESTA06B	Apply a general knowledge of theatrical rigging

CUESTA05C Apply a general knowledge of staging to work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide assistance with the installation of staging under direct supervision. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with staging for live entertainment events and productions apply the skills and knowledge outlined in this unit. At this level their work would be closely supervised. The role includes the need for an understanding of stage geography, staging equipment and staging terminology plus basic stage preparation and set positioning. This unit has linkages to a range of other technical units and combined assessment and/or training with those units is recommended, e.g.: • CPCCCM1005A Carry out measurements and calculations • MEM18001C Use hand tools.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare stage area	1.1.Refer to stage plan and consult with supervisor to obtain details of work requirements 1.2.Identify the need for general clearing and cleaning of stage area and take appropriate action 1.3.Mark out stage accurately in accordance with stage plan and directions from supervisor 1.4.Liaise with <i>other production personnel</i> to ensure timing of staging installation is appropriate in relation to other production requirements
2. Lay up floor and position set pieces	2.1.Lay up <i>floor</i> in accordance with stage plan and directions from supervisor 2.2.Move and assemble <i>set pieces</i> in accordance with stage plan and directions from supervisor 2.3.Follow appropriate safety procedures when laying

ELEMENT	PERFORMANCE CRITERIA
	floor and positioning set pieces 2.4. Identify any adjustments required in consultation with supervisor and other personnel and take appropriate action 2.5. Clean up and clean surrounding areas to ensure safe work space for all personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

- Required skills
- literacy skills sufficient to interpret a stage plan
- numeracy skills sufficient to take basic stage and staging measurements

Required knowledge

- role of staging personnel within the overall production and interrelationship with other production personnel
- stage geography and terminology, including upstage, downstage, on/offstage, stage right/left, scenery dock, PS, OP, cameral left, camera right (for film and TV)
- different types of common stage machinery and equipment and the main safety issues associated with their use
- basic set assembly, including the correct way to run and float a flat, to lash/toggle and pinhinge flats together and to use tech screws and bolts for assembling set pieces
- methods of tying cloths, drapes, tabs, etc to a barrel, including legs, borders, scrims, gauzes, cycloramas
- a variety of knots, including bowline, clove, hitch, half-hitch, reef knot, rolling hitch, truckies hitch, overhand knot, figure of eight knot (single and double), whippings and rope seizing
- occupational health and safety requirements and their application to stage mechanics,, including the handling of hazardous substances

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE	
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	The following evidence is critical to the judgement of competence in this unit: • knowledge of the roles and functions of staging departments and staging personnel • knowledge of entertainment industry terminology in relation to staging • ability to follow instructions and safety procedures.
Context of and specific resources for assessment	The assessment context must ensure: • demonstration of skills through the installation of staging that includes as a minimum the installation of flooring and basic set pieces • involvement of and interaction with a team with whom the candidate can work and which is able to provide the overall direction for staging set-up.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate using appropriate and safe techniques to install staging • inspection/evaluation of staging elements positioned by the candidate • oral or written questioning to assess knowledge of staging terminology, features and uses of different types of equipment and stage geography • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	Assessment of this unit requires access to:

EVIDENCE GUIDE

- staging machinery, equipment and tools
- venue at which a production is being staged.

Range Statement**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.

Other production personnel may include:

- designers
- directors
- production managers
- stage managers
- technical specialists
- venue management

Floor may be laid up using:

- carpet
- dance floors, e.g. tarkett
- floor cloths/cladding
- masonite
- vinyl

Set pieces may include:

- framed scenery, e.g.: flats, profiles, doors, windows
- furniture and other set props
- non-weight bearing scenery, eg: columns, trees
- revolves
- soft scenery, e.g.: canvas legs, borders, cloths, gauzes, cycloramas
- trucks
- weight bearing scenery, e.g.: rostra, ramps, steps

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units		

CUESTA06B Apply a general knowledge of theatrical rigging

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to apply a broad knowledge of theatrical rigging to the live entertainment workplace. It does not cover the installation of rigs. The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels. CPCCLDG3001A Licence to perform dogging CPCCLRG3001A Licence to perform rigging basic level CPCCLRG3002A Licence to perform rigging intermediate level CPCCLRG4001A Licence to perform rigging advanced level. Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering a construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' fulfils this requirement.

Application of the Unit

Application of the unit	A range of technical production personnel involved in live entertainment events and productions apply the skills and knowledge outlined in this unit. Those who work in lighting, staging, sound or vision systems need a general understanding of rigging. This unit may also be useful for licensed riggers who have limited knowledge of the theatrical work context. This unit has linkages to a range of other technical production units and combined assessment and/or training may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine rigging requirements	1.1. Correctly interpret technical production requirements to determine rigging requirements and their impact on other aspects of work 1.2. Liaise with licensed riggers where required to confirm production requirements in relation to rigging 1.3. Correctly identify rigging-related tasks that may be completed by unlicensed personnel and those who require specialist assistance 1.4. Plan work appropriately in consultation with riggers to ensure smooth flow of work and efficient set up
2. Complete rigging related tasks	2.1. Complete tasks associated with rigging under direction and supervision of a licensed rigger 2.2. Use correct techniques to complete rigging-related tasks 2.3. Ensure that work is inspected by licensed rigger in accordance with safety and licensing regulations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to read instructions for safety equipment
- numeracy skills sufficient to understand the equipment calculations associated with rigging

Required knowledge

- the definition of rigging, different levels of rigging and its use in the entertainment industry
- safety equipment and how this is used, including harnesses and fall arresters
- hoists (different types) and why and how they are used in an entertainment context

REQUIRED SKILLS AND KNOWLEDGE

- the features of spansets and their uses in an entertainment context
- trusses and correct and safe ways of using them
- the importance of weights, loads and counterweights, and how these are calculated
- shackles and other fittings and their uses in theatrical rigging
- the regulatory limitations on the role of technical production personnel in relation to rigging, and the types of tasks which must be undertaken by a licensed rigger

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- knowledge of rigging in an entertainment context
- knowledge of regulations in relation to the licensing of riggers and the limitations on the type of work that can be undertaken by unlicensed personnel.

Context of and specific resources for assessment

The assessment context must ensure:

- application of knowledge to specific technical production situations.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies and problem solving to assess application of knowledge to different technical situations
- oral or written questioning to assess knowledge of rigging techniques and safety issues
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace

EVIDENCE GUIDE	
	demands 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	Assessment of this unit requires access to: • Australian standards regarding rigging and scaffolding certification • rigging equipment and materials • venue where rigging is constructed.

Range Statement

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.	
<i>Rigging requirements</i> may relate to one or more of the following:	• audio • lighting • set construction • staging • vision systems
<i>Licensed riggers</i> may be:	• contract labour • fellow employees
<i>Rigging</i> related tasks that may be undertaken by unlicensed personnel may include:	• application of fibre and wire rope • assembling flying units • assembling truss • attachment of soft fittings • communication as applicable to flying operation • tying knots • use of shackles, trim chains, turnbuckles, screweyes

RANGE STATEMENT

	Rigging related tasks that may be undertaken by unlicensed personnel do not include work that involves hanging hoists, using of lifting equipment or slinging of spansets.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units		

CUETEM01C Coordinate production operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to monitor and coordinate one or more of the technical production aspects of live theatre or event production. As such, it requires specific skills and knowledge in the relevant technical area plus a knowledge of management roles and responsibilities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A senior technician or workshop supervisor would generally undertake this role. This unit has linkages to a range of other technical and general management units and combined assessment and/or training with those units may be appropriate, e.g.: • CUEFIN02C Manage a budget • CUETEM03C Establish and manage production requirements and resources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise workflow for production operations	1.1. Correctly assess workloads of colleagues and allocate work to facilitate effective and efficient operations 1.2. Delegate work to appropriate colleagues in accordance with the principles of delegation 1.3. Assess workflow and progress against agreed objectives and timelines 1.4. Assist colleagues in the prioritisation of workload through supportive feedback and coaching 1.5. Provide timely input to relevant colleagues in relation to staffing needs
2. Evaluate and monitor production operations	2.1. Check and evaluate production aspects at the appropriate times and in accordance with production schedule, legal and occupational health and safety requirements

ELEMENT	PERFORMANCE CRITERIA
	2.2. Provide timely and relevant feedback and support on technical aspects to appropriate personnel as required 2.3. Initiate or organise modifications as required by the production and in consultation with colleagues 2.4. Check that documentation is updated as required in accordance with production requirements 2.5. Identify the need for technical run-throughs and negotiate as required
3. Solve problems and make decisions in relation to production operations	3.1. Identify technical problems promptly and analyse from an operational perspective 3.2. Initiate short-term action to resolve the immediate problem where appropriate 3.3. leadership and management roles and responsibilities within the area of technical production 3.4. Analyse problems for any long-term impact, and assess and action potential solutions in consultation with colleagues 3.5. Take follow-up action to monitor the effectiveness of the solution
4. Liaise with production colleagues to maximise quality	4.1. Identify key production personnel and liaise to ensure a holistic approach 4.2. Provide regular updates to colleagues in relation to production issues and general progress 4.3. Seek relevant information from colleagues to allow for timely response to changes in other areas of work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- leadership and management roles and responsibilities within the area of technical production
- typical work organisation and work planning methods within the area of technical production

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- in depth knowledge of the specific technical area (sound, lighting, staging, audiovisual, sets, props or scenic art)
- key aspects of the overall technical and creative production process for different types of live production
- the interrelationships between key artistic and technical personnel
- principles of effective delegation, including the provision of clear direction in devolving responsibility and accountability
- problem solving and decision making processes and techniques and their application to technical production in the workplace, in particular contingency management
- legal and occupational health and safety issues that affect technical production in relation to short-term work organisation
- effective communication techniques in relation to provision of feedback and support to colleagues

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this area:

- extensive knowledge of specialist technical area
- ability to monitor technical operations to ensure production requirements are met
- ability to respond to a range of common technical problems and challenges
- effective communication skills in relation to coaching and leadership.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the monitoring of one or more technical areas in the lead-up to and during more than one production
- involvement of and interaction with an artistic and technical team to reflect the collaborative nature of the skills in this unit

EVIDENCE GUIDE	
	involvement of a team for which the candidate is able to plan and organise workflow.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - attendance at and evaluation of the technical aspects of an event for which the candidate has been responsible - evaluation of a report prepared by the candidate on the technical production process, the issues and challenges encountered and how these were overcome - oral or written questioning to assess knowledge of management roles and techniques - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: - technical production equipment in the area of specialisation - a venue where a production can be staged.

Range Statement

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.	
Production <i>operations</i> may refer to:	- lighting - sets/props/scenic art - sound - staging - visual display
<i>Colleagues</i> may include:	- artists - carpenters

RANGE STATEMENT	
	• designers • directors • stage managers • technicians • other specialist staff
Occupational health and safety requirements may include:	• Commonwealth, State and Territory occupational health and safety regulations • relevant local government legislation and regulation • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia
Appropriate times for evaluations may include:	• at key stages during set-up • before, during or after technical run-throughs • during performance breaks • just prior to the event
Modifications may include:	• changes to technical drawings or plans • cue sheet modification • introduction of new equipment • movement or replacement of physical elements
Problems with production operations may include:	• conflicts between different production aspects • impacts of last minute artistic changes • need to adapt equipment/change equipment • space limitations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

CUETEM03C Establish and manage production requirements and resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to establish and manage resources and other requirements for a particular production area. It builds on the skills found in the unit CUETEM01C Coordinate production operations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A head technician, technical manager or workshop manager would generally undertake this role. This unit has linkages to a range of other technical and management units and combined assessment and/or training with those units is recommended, e.g.: • CUETEM01C Coordinate production operations • CUEFIN02C Manage a budget • CUESET11B Develop set construction plans to meet design requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish production requirements	1.1. Evaluate initial <i>production</i> concepts and technical requirements in relation to feasibility, safety and any environmental impact 1.2. Provide timely, accurate and correct advice on the feasibility and safety of concepts and their implementation, including suggestions of workable alternatives as required 1.3. Accurately document details of safety and technical requirements in relation to the production concepts 1.4. Clarify production concepts and final requirements in consultation with the <i>appropriate personnel</i> as required
2. Complete plans for realisation of	2.1. Identify and agree on options for realisation and execution in consultation with the appropriate

ELEMENT	PERFORMANCE CRITERIA
production requirements	personnel 2.2. Correctly interpret production documentation/models to adapt these to serve practical requirements of construction or installation 2.3. Accurately and appropriately document all decisions, agreements and other relevant information in accordance with organisational procedures 2.4. Develop an action plan for implementing construction or installation incorporating all requirements in terms of labour, materials, equipment and facilities
3. Source and cost resources	3.1. Source and cost resource requirements as required in accordance with organisation policy and procedures 3.2. Develop realistic expenditure estimates to meet the budget allocation 3.3. Identify potential budget overruns and resolve and/or recommend alternatives to appropriate personnel. 3.4. Liaise with internal and/or external suppliers to acquire equipment and materials, using existing materials wherever possible 3.5. Follow appropriate financial procedures in accordance with organisational policies and procedures
4. Manage construction or installation	4.1. Organise and oversee work to ensure that construction or installation is completed within constraints of timeframes, budget and available technology 4.2. Allocate tasks in accordance with skill, preference, training requirements and multi-skilling considerations 4.3. Liaise with colleagues and attend appropriate run-throughs and/or production meetings to identify any alterations that need to be made to original design specifications 4.4. Monitor construction or installation to ensure that it meets design specifications, budgetary constraints and timelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and negotiation skills in relation to liaising with production colleagues and resource acquisition

Required knowledge

- in-depth knowledge of the specific production area
- practical production issues and limitations in relation to different design concepts and techniques
- planning methods and techniques relevant to the production area
- supply sources for resources relevant to the production area
- typical costs and costing processes relevant to the production area
- legal and occupational health and safety issues that affect production operations

Evidence Guide

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

The following evidence is critical to the judgement of competence in this unit:

- effective communication with artistic staff, senior management, peers and subordinates
- ability to develop options for different production requirements and constraints
- extensive knowledge of specialist area, particularly in the area of resource acquisition and management.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the establishment and management of technical requirements for more than one production or event
- assessment conducted over a period of time to reflect

EVIDENCE GUIDE	
	the ongoing monitoring and implementation aspects of the unit involvement of and interaction with a whole production team to reflect the collaborative nature of the skills in this unit.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: - evaluation of a particular technical aspect of and event or production for which the candidate has been responsible from planning to realisation - evaluation of reports prepared by the candidate analysing the processes undertaken to realise the technical aspects of a production and identifying key challenges and ways of overcoming those challenges - case studies to assess ability to develop technical approaches for different production situations - problem solving exercises to assess ability to generate solutions to a common range of challenges encountered - review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: - venue where a production can be staged - equipment and materials relevant to the production area.

Range Statement

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.	
<i>Production</i> resources and	- audio - audiovisual

RANGE STATEMENT	
requirements may relate to:	• lighting • props • scenic art • sets • special effects • stage management
Appropriate personnel may include:	• designers • directors • production managers • other technical specialists
Production documentation/models may include:	• designs • drawings • models • plans • production notes • script
Decisions on most appropriate implementation method/s may take account of factors, including:	• budget constraints • time • venue • other company resource restrictions or safety considerations
Resource requirements may include:	• equipment • facilities • labour • materials
Resources may be acquired through:	• acquiring necessary licences and approvals, e.g. firearms licence • borrowing • contra-deals • hiring • purchasing • renting
Labour requirements may be for:	• consultants/specialists • contract staff • permanent staff
Financial procedures may include:	• establishing cheques and petty cash arrangements • establishing paperwork requirements, e.g. purchase orders, requisitions, record keeping, invoices quotes and estimates

RANGE STATEMENT

	implementing appropriate delegation and accountability arrangements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

CUETEM06B Organise and monitor bump in/bump out

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to oversee the bump in/bump out process for one or more technical aspects of a production. It is very closely linked to the unit 'CUETEM01C Coordinate production operations' which has a particular focus on the organisation and transportation of physical production elements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Head technicians or stage management personnel would generally undertake this role. This unit has linkages with a range of other technical and general supervisory units. It is strongly recommended that this unit be assessed with or after the following unit: • CUETEM01C Coordinate production operations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify and organise physical element requirements	1.1. Correctly interpret <i>production documentation</i> to determine the scope and type of <i>physical elements</i> required 1.2. Complete accurate inventory checks to ensure required physical elements are available and ready for use 1.3. Identify the need for additional equipment or materials and order or organise these in accordance with organisational procedures and relevant budgetary guidelines
2. Make plans for movement of physical elements	2.1. Liaise with <i>other production personnel</i> to determine the most effective sequential order for the movement and installation of physical elements 2.2. Identify relevant <i>transport requirements</i> 2.3. Organise transport or communicate needs to appropriate personnel as required in accordance with organisational procedures

ELEMENT	PERFORMANCE CRITERIA
	2.4. Make realistic estimates of the numbers of people required for the movement of equipment and provide information to relevant colleagues 2.5. Clearly and accurately document plans for movement and installation of equipment in accordance with organisational procedures
3. Oversee the movement of physical elements	3.1. Provide clear instructions to appropriate personnel regarding the movement of physical elements to ensure safety and avoid damage to equipment 3.2. Monitor the bump in/bump out process to ensure that work is carried out in accordance with instructions 3.3. Organise appropriate storage and security of physical elements where required, including valuable items and any hazardous materials

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective communication techniques in relation to team leading, including seeking feedback from team as part of ongoing evaluation of processes

Required knowledge

- in depth knowledge of the bump in/bump out process, including an overview of the requirements and issues faced by different technical areas
- planning and organisational requirements for the bump in/bump out process, the roles of key personnel and the typical issues and problems encountered
- inventory systems and procedures used for equipment and materials in an entertainment context
- sources of additional equipment and supplies for one or more technical production areas
- occupational health and safety requirements that affect the allocation of work and the movement of physical elements

Evidence Guide

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 following is critical to the judgement of competence in this unit:

- ability to organise and coordinate the work of a team for bump in/bump out
- detailed knowledge of the bump in/bump out process in a given industry context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the coordination of a bump in/bump out process for multiple productions
- involvement of and interaction with a team for whom the candidate can plan and organise work.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of a bump in/bump out process coordinated by the candidate
- evaluation of reports prepared by the candidate detailing the methods used to organise a bump in/bump out, challenges faced and how these were resolved
- case studies and problem solving exercises to assess ability to plan for different operational situations and contexts
- oral or written questioning to assess knowledge of equipment procedures or safety issues
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Guidance information for assessment

Assessment of this unit requires access to:

- a production venue
- equipment and materials to be used during the bump in/bump out process.

Range Statement

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.	
<i>Physical elements</i> include any equipment or materials used for a production, including:	• costumes • props • scenic art • sets • staging • support equipment, e.g. furniture, performer amenities • technical equipment
<i>Production documentation</i> may include:	• equipment lists • technical plans.
<i>Other production personnel</i> may include:	• production managers • stage managers • technical managers • other technical specialists
<i>Transport requirements</i> may relate to:	• road vehicles (organisation or hired) • other modes of transport
<i>Transportation requirements</i> may be needed to or from:	• outside facilities • rehearsal facilities • storage facilities • suppliers' facilities • workrooms • workshops

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

CUETEM07B Tour the production

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to coordinate arrangements for a touring production. The unit focuses only on the additional skills and knowledge for touring and would always be combined with other stage management and technical units in the workplace. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Touring responsibilities will vary in accordance with the job role but the unit is particularly relevant for stage managers and other senior technical production personnel who make general touring arrangements and need to adapt aspects of a production for touring. This unit has linkages with a wide range of other technical and stage management units, and combined assessment and/or training with those may be appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify and plan tour requirements	1.1. Review <i>tour</i> schedule and <i>other production documentation</i> to correctly identify implications for the area of work 1.2. Source and evaluate <i>relevant</i> information on local touring venues/<i>locations</i> 1.3. Evaluate implications and make appropriate plans for touring, including consideration of timelines, budget and allocation of responsibilities 1.4. Liaise with relevant colleagues to discuss and agree on <i>specific tour requirements</i> as required 1.5. Make plans for touring in accordance with <i>legal requirements and regulations</i> 1.6. Create accurate <i>documentation</i> on touring requirements to allow for easy interpretation by

ELEMENT	PERFORMANCE CRITERIA
	others
2. Implement touring plans and variations	2.1. Organise workflow of self and others to allow for additional work required to implement touring plans 2.2. Advise colleagues on specific variations required in accordance with plans and ensure availability of physical and financial resources 2.3. Monitor touring requirements in accordance with timelines, budget and quality requirements 2.4. Make accurate updates to relevant documentation and information to reflect production variations
3. Provide briefings on tour requirements	3.1. Prepare and distribute documentation relating to tour requirements to appropriate personnel, including touring venue personnel as required 3.2. Provide accurate and current advice to touring personnel in relation to specific local regulations and procedures
4. Solve problems which arise on tour	4.1. Identify and respond to problems promptly 4.2. Initiate short-term action to resolve the immediate problem where appropriate 4.3. Analyse problems for any long-term impact and assess and action potential solutions 4.4. Present a positive image of the organisation and its contracted suppliers at all times 4.5. Take responsibility for resolving the problem within the scope of individual authority, and consult with others in accordance with organisational procedures 4.6. Take appropriate follow-up action to monitor the effectiveness of chosen solutions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, negotiation and problem solving in relation to situations which arise during touring

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- the production touring process, key roles and responsibilities, and special issues that apply to touring a production
- the type of production variations/adjustments that may need to be made for touring
- work planning and delegation techniques in relation to touring a production
- relevant award and enterprise agreements and how touring arrangements can be impacted by these
- legislative requirements that impact on touring arrangements, including occupational health and safety requirements
- features, formats and purposes of the range of documentation required for a touring production

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- effective use of scheduling tools and techniques to organise and prioritise work
- communication and negotiation skills and their application to production touring
- knowledge of the particular issues, requirements and documentation that impact on a touring production, including the roles and responsibilities of different production personnel.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the planning and implementation of touring arrangements for a touring production.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of a report prepared by the candidate on the planning and implementation process for touring

EVIDENCE GUIDE	
	• case studies to assess ability to plan arrangements for a variety of touring situations • oral or written questioning to assess knowledge of particular regulations or procedures that apply to touring • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: • touring venues for the production • the full range of production resources and equipment.

Range Statement

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.	
<i>Tours</i> may occur:	• interstate • intrastate • overseas • regional areas
<i>Other production documentation</i> may include:	• budget • location agreements • performers' contracts
<i>Relevant location</i> information may include:	• access, e.g. hours, truck access, parking • amenities and facilities, including food and beverage facilities • masking requirements • power capacity • technical specifications, including power capacity • venue layout and dimensions, e.g. backstage, auditorium, stage
<i>Specific tour requirements</i> will	• accommodation (for cast, crew)

RANGE STATEMENT	
vary in accordance with the area of work and may include:	• adaptation to physical elements • additional equipment • personnel requirements • publicity arrangements, e.g. interviews, photo calls, publicity with local media • special financial arrangements, e.g. petty cash, time and wages books, letters of credit • special packing or transportation for physical elements • transport (air, sea, land)
<i>Legal requirements and regulations</i> which impact on touring may include:	• differing requirements between States/Territories in Australia • industrial awards governing travel, rehearsal and performance provisions • regulations affecting overseas touring, e.g. customs, quarantine • safety issues in relation to the transportation of materials and equipment
<i>Relevant documentation and information</i> may include:	• accommodation lists • address lists and agent lists • artists call sheets, e.g. publicity call sheets • bump in schedules • company lists • contact lists • dressing room lists • front-of-house information and distribution lists • ground plans • local contacts • maps and information on touring cities and towns • meeting minutes • performance schedule • production schedules • props lists • scenery lists • technical plots, e.g. flying plots and dome plots • texts and meeting agenda • tickets • time sheets

RANGE STATEMENT	
	• tour itineraries • transport details • understudy/covers lists • venue information • wardrobe lists and preliminary cue synopses
Overseas tours may require the following documentation to be prepared:	• carnets for air and sea freight • customs and quarantine documentation, e.g. travel permits or visas for personnel • luggage labels • translations of script and organisation documentation and information on activity
Problems on tour may include:	• equipment or transportation breakdown • group conflict or dissatisfaction • loss of equipment or other valuables • need for further adjustments to physical elements • poor supplier performance • service complaints • sickness, injury or death • unexpected delays

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units	

Co-requisite units		

CUETEM08B Realise productions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to integrate key technical and organisational skills for the realisation of multiple live productions/events. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Production managers or designers would typically undertake the role outlined in this unit. The unit may apply to any area of technical expertise, e.g. lighting, audio, costume, and stage management. The person in this role brings together the skills and knowledge covered in other specialist units and focuses on the way these must be applied holistically to the realisation of productions. The Evidence Guide contains very specific information about the extensive practical skill demonstration required to achieve competence in this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish and plan for production requirements	1.1. Evaluate <i>production concepts and documentation</i> to establish the nature of production requirements for the area of work 1.2. Confirm the <i>key objectives and scope</i> of the production in consultation with appropriate colleagues 1.3. Develop a realistic plan for the achievement of production requirements, taking account of any <i>operational limitations and other impacting factors</i> 1.4. Agree, allocate and communicate responsibilities, including timelines and budgets 1.5. Reach agreement on suitable progress <i>evaluation mechanisms</i> 1.6. Accurately document work plans and provide

ELEMENT	PERFORMANCE CRITERIA
	relevant information to production colleagues
2. Implement and monitor the pre-production phase	2.1. Implement agreed plan and monitor progress against timelines and objectives 2.2. Identify and respond to any problems promptly 2.3. Analyse problems and assess and action potential solutions in consultation with relevant colleagues 2.4. Take responsibility for resolving the problem within the scope of individual authority, and consult with others in accordance with organisational procedures 2.5. Take appropriate follow-up action to monitor the effectiveness of chosen solutions 2.6. Update and distribute documentation in a timely manner
3. Collaborate with production colleagues	3.1. Treat colleagues with consideration, respect and empathy to develop and maintain harmonious working relationships 3.2. Ensure an effective flow of communication between those representing different areas of expertise to ensure quality of the production
4. Implement and monitor production/event operation	4.1. Action technical responsibilities in accordance with production requirements 4.2. Monitor relevant aspects of the production and take appropriate action to resolve any problems 4.3. Maintain communication with other key production personnel at all times
5. Evaluate the production/event	5.1. Assess the production in relation to key technical and creative objectives in consultation with relevant colleagues and customers 5.2. Where possible make immediate adjustments to improve production quality 5.3. Share information from the evaluation with appropriate colleagues and incorporate information into planning and operation of future productions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE
Required skills
communication, negotiation and problem solving skills in the particular context of realising a live production
Required knowledge
- detailed knowledge of production processes as they apply to the particular area of technical expertise - techniques for planning work in the context of a live production/event - typical problems that occur during pre-production and during live performance, as relevant to the area of work - safety requirements and regulations as they apply to the particular area of work

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: - ability to coordinate the total production process relevant to the particular area of expertise - effective work planning and monitoring - effective problem solving for the realisation of live productions - detailed knowledge of production processes.
Context of and specific resources for assessment	The assessment context must provide for: - collection of evidence which shows that skills have been demonstrated over a period of time through the realisation of at least 5 different productions to ensure integration of skills and consistency of performance in different circumstances - involvement of and interaction with a production team to reflect the collaborative nature of the production process - demonstration of skills in a coordinating role.

EVIDENCE GUIDE**Method of assessment**

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- review of a diary or log, showing details of productions on which the candidate has worked
- evaluation of productions/performances on which the candidate has worked
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (eg 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

Assessment of this unit requires access to:

- a production venue (preferably more than one production space)
- the full range of equipment, tools and other resources required to stage a production.

Range Statement**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.

Production concepts and documentation may include:

- design briefs
- designs
- financial documentation
- scripts
- technical plans
- venue information

RANGE STATEMENT	
<i>Key objectives and scope</i> may relate to:	• community participation • creative objectives • finance/budget/profit requirement • social objectives • technical objectives
<i>Operational limitations and other impacting factors</i> may relate to:	• availability of equipment • budget • climate (for outdoor productions) • performance schedule (and impact on equipment, materials) • performers • safety requirements • scope of expertise within the production team • space/venue
<i>Evaluation mechanisms</i> may include:	• achievement of financial objectives • audience response • key milestone dates • regular production meetings • other team communication mechanisms
<i>Problems</i> during pre-production/production may include:	• budget overruns • emergency situations • equipment malfunction • inadequate numbers of staff/non-availability of staff • need for greater expertise • unexpected delays

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

CUETEM09B Manage diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide leadership in a diverse workplace where customers and staff may be from a wide range of backgrounds. It builds on the unit BSBDIV301A Work effectively with diversity. This unit is closely based on, and equates to, the unit SITXHRM007A Manage workplace diversity in the Tourism, Hospitality and Events Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Individuals in middle and senior management levels apply the skills and knowledge outlined in this unit. Access to cultural events and activities by everyone in the community irrespective of age, gender, cultural background, physical and mental abilities is critical to the success of the industry. This unit has strong linkages to a range of other units, and combined assessment and/or training with those units would be appropriate, e.g.: • BSBHRM402A Recruit, select and induct staff • BSBLED401A Develop teams and individuals • BSBWOR401A Establish effective workplace relationships • BSBWOR502A Ensure team effectiveness

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Encourage respect for diversity in the workplace	1.1. Provide a role model for others through individual behaviour that demonstrates respect for <i>diversity</i> 1.2. Develop <i>work practices</i> and undertake <i>planning</i> in a manner which shows respect for workplace diversity 1.3. Assist and coach colleagues in ways of accepting diversity in relation to both colleagues and customers
2. Use diversity as an asset	2.1. Recognise the skills of a diverse workforce and use these to enhance organisational performance 2.2. Promote the <i>benefits of productive diversity</i> to

ELEMENT	PERFORMANCE CRITERIA
	colleagues
3. Deal with problems arising from diversity issues	3.1. Recognise workplace problems that arise from diversity issues promptly and take action to resolve the situation 3.2. Identify training needs and take appropriate action 3.3. Use coaching and mentoring to assist colleagues to successfully work in a diverse environment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- cross-cultural communication skills with reference to the roles of leaders and managers, including cross-cultural communication for:
 - conflict resolution
 - problem-solving
 - negotiation
 - motivation

Required knowledge

- specific diversity issues which apply to the cultural industries and which contribute to the industry's progress, including benefits of productive diversity
- legal issues that relate to diversity, including Equal Employment Opportunity and anti-discrimination

Evidence Guide

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

The following evidence is critical to the judgement of

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competence in this unit: • understanding of the role of leaders and managers in encouraging diversity in the cultural industries • knowledge of cross-cultural communication techniques as they apply to leaders and managers • knowledge of specific cultural issues that may apply in a particular industry context.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to address typical diversity issues found in cultural industries workplaces.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • case studies to develop strategies for effectively managing diversity in different industry contexts • oral or written questions to assess knowledge of cross-cultural issues and communication techniques • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. Assessment methods should closely reflect workplace demands 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	No particular resource requirements apply to the assessment of this unit.

Range Statement

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

RANGE STATEMENT	
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.	
Diversity is used here in its broadest sense and may be related to:	• age • disabilities • family structure • gender • language • race • sexual preference • special needs
Planning and work practices that reflect respect for diversity may include:	• acknowledgment of religious and cultural celebrations • appropriate allocation of duties to particular staff members • consideration of customers with special needs • culturally appropriate mixing of staff • training in culturally-appropriate communication • consultation sessions with • special interest groups • sponsors • stakeholders • the audience for a product or service • the community, e.g. local, regional, ethnic or racial
Benefits of productive diversity may include:	• a multi-lingual workforce • a workforce that reflects the diversity of the customer base • different perspectives on problem solving • education of the workforce • improved cross-cultural communication • increased trade with other countries/cultures • more interesting work environments • removal of prejudice

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce development - diversity

Co-requisite units

Co-requisite units		

CUETGE05C Maintain physical production elements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to use basic maintenance skills to maintain the physical elements of any production, excluding the repair and maintenance of technical equipment, which requires specialist skills. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The role outlined in this unit may be undertaken by a range of technical production personnel, usually under the supervision of others. This unit has linkages to other technical construction and manufacturing units and combined assessment and/or training with those units may be appropriate. It is strongly recommended that this unit be assessed with or after the following unit: • MEM18001C Use hand tools.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Clean physical elements	1.1. Complete regular and timely checks of <i>physical elements</i> to ensure items are in optimum condition and ready for use 1.2. Identify dirty or damaged items requiring <i>cleaning</i> and those items which require replacement 1.3. Select and use appropriate protective clothing where necessary 1.4. Clean physical elements using appropriate <i>cleaning agents</i> and equipment to return items to original condition in accordance with <i>safety requirements</i> 1.5. Dispose of used chemicals in accordance with hygiene, safety and environmental legislation requirements
2. Perform maintenance	2.1. Complete minor <i>repairs and maintenance</i> on

ELEMENT	PERFORMANCE CRITERIA
and minor repairs	physical elements using appropriate techniques, materials and equipment 2.2. Make repairs using safe work practices and in accordance with manufacturer specifications 2.3. Complete maintenance tasks in accordance with required schedules and priorities 2.4. Store physical elements appropriately to minimise chances of damage in accordance with organisational procedures 2.5. Correctly identify tasks requiring specialist attention and refer to appropriate colleagues
3. Perform administrative tasks	3.1. Accurately interpret maintenance requests 3.2. Clarify instructions with persons making a request when required 3.3. Complete work report forms or other documentation accurately and forward to appropriate colleagues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to interpret and complete repair and maintenance documentation, and to read labels
- numeracy skills sufficient to calculate measurements of chemicals

Required knowledge

- typical cleaning, repair and maintenance requirements for sets, props and scenic art
- cleaning agents, equipment and techniques used to repair physical elements, including any specialised cleaning requirements for items, e.g. scenic art cloths
- relevant legislative and/or organisational occupational health and safety requirements, including safe manual handling
- types of documentation used to record maintenance and repair work

Evidence Guide

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	The following evidence is critical to the judgement of competence in this unit: • ability to use appropriate techniques to restore physical elements to optimum condition • knowledge of typical cleaning and maintenance requirements for various types of physical elements used in a production.
Context of and specific resources for assessment	The assessment context must provide for: • practical demonstration of skills through the maintenance and repair of multiple physical elements • completion of tasks within realistic workplace timeframes.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct observation of the candidate completing cleaning and maintenance tasks • evaluation of items cleaned or repaired by the candidate in relation to quality of workmanship and finish • oral or written questioning to assess knowledge of safety requirements and techniques for cleaning particular types of production items • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
Guidance information for assessment	Assessment of this unit requires access to: • physical elements requiring cleaning and maintenance.

Range Statement

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.	
<i>Physical elements</i> may include:	• props • scenic art • set elements
<i>Cleaning agents</i> may include:	• cleaning agents for specialised surfaces • disinfectants • general and spot cleaning agents
<i>Cleaning</i> tasks may include:	• cleaning stage areas after performance • cleaning staging equipment • removing stains from scenic elements
<i>Maintenance and repair</i> tasks may include:	• repairing minor damage made during performance • replacing hinges, nails, screws • touch up painting of scenic elements
<i>Safety requirements</i> may include:	• legislation related to general workplace safety, hazardous substances • organisational policies related to cleaning operations and disposal of used chemicals

Unit Sector(s)

Unit sector	

Competency field

Competency field	Construction and maintenance - general maintenance

Co-requisite units

Co-requisite units		

CUETGE15B Handle physical elements during bump in/bump out

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to assemble, pack and load/unload physical elements under supervision for any production within the cultural industries. This unit is introductory in nature and focuses on safe manual handling and general knowledge of the bump in/bump out process and types of equipment. It does not include the specialised bump in/bump out procedures and knowledge required by technicians. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The role outlined in this unit may be undertaken by a range of technical production personnel, usually under the supervision of others. This unit has linkages to other technical construction and manufacturing units and combined assessment and/or training with those units may be appropriate. It is strongly recommended that this unit be assessed with or after the following unit: MEM18001C Use hand tools.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare physical elements for transportation	1.1. Assemble/dismantle <i>physical elements</i> in the correct order in accordance with instructions to ensure ease of packing, loading, unloading and installation 1.2. <i>Pack</i> physical elements safely using appropriate <i>techniques and materials</i> to avoid damage during <i>transportation</i> 1.3. Correctly identify, prepare and pack any tools required for bump in/bump out
2. Load/unload physical elements	2.1. Load/unload physical elements in the required order taking care to avoid damage 2.2. Use safe manual handling techniques throughout the loading/unloading process to avoid injury or damage 2.3. Install or position physical elements in appropriate work or storage area in accordance with directions

ELEMENT	PERFORMANCE CRITERIA
	2.4. Identify any hazardous items and load these in a manner which minimises health and safety risk 2.5. Inspect load prior to transportation to ensure that all items are loaded appropriately, and make adjustments as required 2.6. Clear and clean work areas in accordance with organisational procedures
3. Check condition of physical elements	3.1. Check the condition of physical elements to ensure that no damage has occurred during bump-in/bump-out 3.2. Identify any repairs required and report to the appropriate personnel for action, using correct documentation as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to read simple work instructions, equipment lists and safety directions
- numeracy skills sufficient to count/tally equipment and other physical elements
- self-management skills sufficient to meet deadlines
- problem-solving skills sufficient to anticipate and resolve minor equipment set-up problems
- ability to work as a member of a production team

Required knowledge

- general knowledge of the bump in/bump out process for different types of production, including typical procedures and processes and the roles and responsibilities of different personnel
- general knowledge of the typical physical elements used for different types of production
- typical locations for different physical elements within a production venue
- safe manual handling techniques and the broader safety issues associated with the movement of physical elements
- relevant organisational and/or legislative occupational health and safety requirements

REQUIRED SKILLS AND KNOWLEDGE

- packing materials and techniques used for different types of equipment
- techniques for loading and stowing equipment for safe transportation
- the range of tools commonly required during the bump in/bump out process

Evidence Guide**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**

The following evidence is critical to the judgement of competence in this unit:

- knowledge of safe manual handling techniques for various types of equipment
- ability to move, pack and load equipment under instruction using safe manual handling techniques.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the packing, loading and positioning of physical elements required in a given production
- involvement of and interaction with a team during the bump in/bump out process.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the candidate packing, loading or unloading equipment during a bump in/bump out
- oral or written questioning to assess knowledge of equipment types and features, safety issues
- case studies or problem solving exercises to assess the candidate's ability to respond to different operational situations and contexts
- review of portfolios of evidence and third party workplace reports of on-the job performance by the candidate.

EVIDENCE GUIDE**Guidance information for assessment**

Assessment of this unit requires access to:

- a venue or location for bump in/bump out
- a range of equipment typically used for a production
- transportation into which equipment can be loaded.

Range Statement**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.

Physical elements may include any equipment or materials commonly used for an entertainment production, eg:

- audio equipment
- costumes
- lighting equipment
- props
- scenic art
- sets

Transportation may be required:

- between different venues
- by air
- by rail
- by road
- by sea
- within a venue

Packing/loading techniques may include:

- particular ways of handling different equipment
- use of protective coverings
- use of restraints

Packing ***materials*** may include:

- boxes
- bubble wrap
- bush blankets
- crates
- labels
- road cases
- rope

RANGE STATEMENT	
	• straps • tape • tissue paper • wardrobe skips
<i>Appropriate personnel</i> may include:	• event/production managers • stage managers • supervisors/managers • technical staff

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units		

BSBADM405B Organise meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who organise a variety of meetings. They may provide administrative support within an enterprise, or have responsibility for these tasks in the context of a particular team, workgroup or project.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Make meeting arrangements	1.1. Identify <i>type of meeting</i> and its purpose 1.2. Identify and comply with any <i>legal or ethical requirements</i> 1.3. Identify <i>requirements of meeting</i> and participants 1.4. Make meeting <i>arrangements</i> in accordance with requirements of meeting 1.5. Advise participants of meeting details
2. Prepare documentation for meetings	2.1. Prepare notice of meeting, <i>agenda</i> and meeting <i>papers</i> in accordance with meeting requirements 2.2. Check documentation for accuracy and correct any errors 2.3. Distribute documentation to participants within designated time lines 2.4. Prepare spare sets of documents
3. Record and produce minutes of meeting	3.1. Take <i>notes</i> with the required speed and accuracy to ensure an accurate record of the meeting 3.2. Produce <i>minutes</i> that reflect a true and accurate account of the meeting 3.3. Check minutes for accuracy and submit for approval by the nominated person 3.4. Despatch copies of minutes within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to coordinate and consult with participants, to orally present written reports with a number of defined sections, and to clarify points made in meetings
- literacy skills to:
 - write and compile agenda items
 - record minutes
 - make notes from spoken texts in meetings
 - use a variety of strategies for planning, reviewing and proofreading documentation
- time management skills to allow sufficient time to prepare for and conduct meetings.

Required knowledge

- culturally appropriate communication techniques
- formats for agendas and minutes
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety.

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising meetings, including informing participants and preparing materials • preparing an agenda • taking minutes during a meeting and preparing draft minutes after the meeting.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
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 and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • writing units • other general administration units.

Range Statement

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.	
<i>Type of meeting</i> may include:	• annual general meeting • board meeting • face-to-face

RANGE STATEMENT	
	• staff meeting • teleconference • videoconference
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies or associations • requirements for public meetings
Requirements of meeting may include:	• meeting structure: • formal • informal • self-managed • semi-formal • structured • number of participants • purpose of the meeting • specific needs of participants • specific resources and equipment required by participants e.g. video and data projectors, whiteboards • teleconferencing or videoconferencing meeting protocols and equipment • voting procedures
Arrangements may include:	• booking an appropriate venue • establishing costs and operating within a budget • organising accommodation and transport • organising appropriate communication technology • organising catering • preparing relevant documentation for participants • scheduling the date and time for the meeting
Agenda may include:	• correspondence • date of next meeting • date, time and location of meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports

RANGE STATEMENT	
	• statement of the meeting's purpose • welcome
Papers may include:	• chairperson's report • committee reports • correspondence • draft documentation • financial reports • itemised meeting papers • minutes of previous meeting • research reports
Notes may include:	• action items • arrangements for next meeting • decisions taken at the meeting • formal motions • future action • issues raised at the meeting • points discussed at the meeting • record of participants who were present at or absent from the meeting (attendees and apologies) • suggestions made at the meeting
Minutes may include:	• meeting details (e.g. title, date, time, location) • agenda items • apologies • names of absent and attending participants • approval of the record of the previous minutes • correspondence • lists rather than complete sentences • matters arising from the previous meetings • other business • reports • date of the next meeting • using organisation templates • using previous minutes to determine required format

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

BSBADM502B Manage meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for meetings	1.1. Develop <i>agenda</i> in line with stated <i>meeting purpose</i> 1.2. Ensure style and structure of meeting are appropriate to its purpose 1.3. Identify meeting participants and notify them in accordance with organisational procedures 1.4. Confirm <i>meeting arrangements</i> in accordance with requirements of meeting 1.5. Despatch <i>meeting papers</i> to participants within <i>designated time lines</i>
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed <i>conventions</i> for type of meeting and <i>legal and ethical requirements</i> 2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes 2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and <i>resolution</i> of issues 2.4. Brief minute taker on method for recording meeting

ELEMENT	PERFORMANCE CRITERIA
	notes in accordance with organisational requirements and conventions for type of meeting
3. Follow up meetings	3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions 3.2. Distribute and store minutes and other follow-up documentation within designated time lines, and according to organisational requirements 3.3. Report outcomes of meetings as required, within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - participate in sustained complex interpersonal exchanges and to interact with others
 - listen to, incorporate and encourage feedback
 - conduct oral presentations to a group, to consult participants and to answer questions
 - manage and work with a group to construct an action plan
 - chair meetings
- literacy skills to:
 - categorise and organise information
 - assess information for relevance and accuracy
 - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination legislation
- ethical principles
- codes of practice
- privacy laws
- copyright
- occupational health and safety
- formats for minutes and agendas
- group dynamics
- meeting terminology, structures, arrangements and responsibilities of chairperson
- organisational procedures and policies regarding meetings, chairing and minutes.

Evidence Guide**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 following is essential:

- applying conventions and procedures for formal and informal meetings
- chairing meetings in relation to agreed agendas.

Context of and specific resources for assessment

Assessment must ensure:

- access to reference material in regard to meeting venues, catering, transport suppliers
- access to names and contacts for meeting participants
- access to office supplies and equipment
- access to computers and relevant software.

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:

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace

EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of minutes, agendas and other communication • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

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.	
<i>Agendas</i> may include:	• correspondence • date, time and location of meeting • date of next meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
<i>Meeting purpose</i> may include:	• discussion forum for internal or external clients • planning and development of a project • progress of a project • range of business items • setting of enterprise or team goals
<i>Meeting arrangements</i> may include:	• booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget

RANGE STATEMENT	
	• identifying any specific needs of participants • organising accommodation and transport • organising appropriate communication technology • organising catering • organising a minute taker • preparing relevant documentation for participants • scheduling date and time for the meeting
Meeting papers may include:	• agenda • chairperson's report • correspondence • draft documentation • financial reports • itemised meeting papers • notice of meeting • previous minutes • research reports
Designated time lines may include:	• contractual obligations • formal timeframe set by the organisation • informal timeframe set by the administrative organiser • project time lines • statutory requirements (e.g. for annual general meetings) • timeframe decided by participants
Conventions may include:	• casting vote for chairperson • conflict of interest provisions • consensus required • informal discussion • majority of members to agree • moving and seconding formal motions • quorum requirements • restricting discussion to agenda items • speaking through the chairperson • time limit on speakers • waiting to be recognised by the chairperson • voting procedures
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies and

RANGE STATEMENT	
	- associations - requirements for public meetings
Resolution may include:	- agreeing on a course of action - deferring decisions to another meeting
Storage of minutes and other documentation may include:	- authorised access - electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up - file names according to organisational procedure - file names which are easily identifiable in relation to the content - file and folder names which identify the operator, author, section, date - filing locations - organisational policy for backing up files - organisational policy for filing hard copies of documents - security
Minutes may include:	- meeting details (e.g. title, date, time, location) - action items - agenda items - apologies and attendees - approval of the record of previous minutes - correspondence - date of the next meeting - formatting from previous minutes - lists rather than complete sentences - matters arising from the previous meetings - names of absent and attending participants - organisation templates - other business - reports - welcome

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

BSBCMM201A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non verbal communication in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1. Collect information to achieve work responsibilities from appropriate sources 1.2. Use method/s and/or equipment to communicate appropriate ideas and information to the audience 1.3. Use effective listening and speaking skills in verbal communication 1.4. Seek input from internal and external sources to develop and refine new ideas and approaches 1.5. Respond to instructions or enquiries promptly and in accordance with organisational requirements
2. Complete workplace documentation and correspondence	2.1. Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by recipient 2.2. Draft and present correspondence within designated time lines 2.3. Ensure presentation of written information meets organisational standards of style, format and accuracy 2.4. Complete workplace forms and documentation in a clear, concise and easy to read format
3. Communicate in a way that responds positively to	3.1. Value all individuals and treat them with respect, courtesy and sensitivity 3.2. Take into consideration cultural differences in all

ELEMENT	PERFORMANCE CRITERIA
individual differences	verbal and non-verbal communication 3.3. Use communication to develop and maintain positive relationships, mutual trust and confidence 3.4. Make efforts to use basic strategies to overcome language barriers 3.5. Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to request advice, to receive feedback and to work with a team
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify work requirements, and to understand and process basic workplace documentation
- organisational skills to plan work priorities and arrangements
- technology skills to select and use technology appropriate to communication tasks.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially style guide
- spelling, grammar and punctuation.

Evidence Guide

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 following is essential: • using communication methods appropriate to the audience • producing clear, concise and correct written communication • providing prompt responses to requests for information • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace documents, including policies and procedures relating to communication.
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 and third party workplace reports of on-the-job performance by the candidate • review of written information and ideas • demonstration of techniques • observation of presentations • review of correspondence and completed workplace forms and documentation • assessment of presentation of written information.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

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.

Communication <i>equipment</i> may include:	• facsimile machines • information technology components including hardware, software and communication packages • keyboard equipment including mouse, touchpad, keyboard • network systems • pens, pencils • telephones
<i>Verbal communication</i> may include:	• answering enquiries from clients • answering telephone calls • informal discussions • requests from colleagues • use of voice mail
<i>Organisational requirements</i> may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manual
<i>Written information</i> may include:	• briefing notes • electronic mail • facsimiles • general correspondence • handwritten and printed materials • internal memos • telephone messages

RANGE STATEMENT	
<i>Correspondence</i> may include:	• emails • memorandums • messages • proformas • standard/form letters
<i>Standards</i> may include:	• Australian Standards • legislation • organisational policies and procedures • specified work standards • standards set by workgroup

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose <i>presentation strategies, format and delivery methods</i> that match the <i>characteristics</i> of the target audience, location, resources and personnel needed 1.3. Select <i>presentation aids, materials and techniques</i> that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select <i>techniques to evaluate presentation effectiveness</i>
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek

ELEMENT	PERFORMANCE CRITERIA
	clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement <i>techniques to review the effectiveness</i> of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety

REQUIRED SKILLS AND KNOWLEDGE

- principles of effective communication
- range of presentation aids and materials available to support presentations.

Evidence Guide**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 following is essential:

- preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest
- knowledge of the principles of effective communication.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment, documentation and resources.

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:

- demonstration of preparation, delivery and evaluation of a presentation
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of presentations
- review of selected presentation aids, materials and techniques
- review of briefing provided for others involved in the presentation
- evaluation of techniques implemented to review the effectiveness of the presentation.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other general administration units.

Range Statement**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.

Presentation strategies may involve:

- case studies
- demonstration
- discussion
- group and/or pair work
- oral presentations
- questioning
- simulations and role-play

Presentation format and delivery methods may include:

- advertising copy
- audio
- direct marketing copy
- individual presentation
- public relations copy
- scripts
- storyboards
- team presentation
- verbal presentation
- video
- visuals

Characteristics may include:

- age
- cultural and language background
- educational background or general knowledge
- gender
- language, literacy and numeracy needs

RANGE STATEMENT	
	• physical ability • previous experience with the topic
<i>Presentation aids and materials</i> may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard
<i>Presentation techniques</i> may include:	• animation • comparative advertising • live action • music • signature elements such as: • slogans • logotypes • packaging • sound effects • use of a guest speaker • use of black and white • use of colour • use of humour
<i>Techniques to evaluate presentation effectiveness</i> may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involved in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

BSBCON401A Work effectively in a business continuity context

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively in a business continuity context. This unit requires an awareness of the organisation's overall business continuity management framework and participation in activities related to the business continuity management framework. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit is for individuals working in administrative and/or support roles who require a basic knowledge of the processes relating to the organisation's business continuity requirements. Business continuity awareness and planning help the organisation to identify barriers and/or interruptions and to determine how the organisation will achieve critical business objectives (even at diminished capacity) until full functionality is restored.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of the business continuity management framework	1.1. Access the business continuity management framework, and related policies and procedures 1.2. Analyse the key elements of the business continuity management framework within the organisation to determine their impact 1.3. Within work role authority, contribute to the review of the business continuity management framework, policies and procedures 1.4. Participate in emergency response and business continuity management framework training and exercises as required
2. Support the organisation's	2.1. Demonstrate an awareness of internal and external

ELEMENT	PERFORMANCE CRITERIA
business continuity strategies	risk context relevant to the organisation 2.2. Review and provide feedback on the outcomes of the business impact assessment/s 2.3. Participate in risk treatment reviews 2.4. Identify and record the organisation's emergency response, continuity and recovery strategies 2.5. Identify own role and responsibility within the organisation's business continuity plan/s 2.6. Identify and report to management on any new or emerging risk or incident

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to:
 - provide feedback to appropriate personnel about the business continuity management framework and strategies
 - read, write and understand a variety of workplace documents
 - work effectively with diverse individuals and groups
- learning skills to participate in training activities and to improve own knowledge and skills about business continuity management
- planning and organising skills to identify risk factors and to take action to minimise risk according to level of responsibility
- problem-solving skills to appropriately address identified risks treatments (within own level of responsibility)
- research and data collection skills to monitor and evaluate risks
- technology skills to use the organisation's data and information management systems

Required knowledge

- Australian/New Zealand Standard AS/NZS 4360:2004 Risk Management
- Australian/New Zealand Standard Handbook AS/NZS HB221:2004 Business Continuity Management
- organisation's policies and procedures, including business continuity strategies
- overall operations of the organisation, including existing data and information systems

REQUIRED SKILLS AND KNOWLEDGE

- relevant legislation and regulations that impact on business continuity, such as OHS, environment, duty of care, contract, company, freedom of information, industrial relations, privacy and confidentiality, due diligence, records management

Evidence Guide**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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated understanding of own role in relation to wider business continuity requirements in the organisation
- demonstrated understanding of risk and the business continuity management framework processes and policies as they apply in the organisation
- participation in contributing to improving business continuity management framework processes within the organisation

Context of and specific resources for assessment

Assessment must ensure:

- access to workplace documentation relating to risk management
- access to business continuity management framework, business impact assessments and strategies

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 and third party workplace reports of on-the-job performance by the participant
- review of documentation outlining risk context and organisation's processes and outcomes
- work based projects or case studies
- scenarios
- oral or written questioning to assess basic knowledge of Australian standards for risk management and

EVIDENCE GUIDE	
	business continuity
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.	
<i>Organisation</i> may include:	• commercial enterprises • community • government • non-commercial enterprises • not-for-profit • religious organisations
<i>Exercises</i> may include:	• drills • scenario planning
<i>Risk</i> may include:	• aeronautical • armed hold-up • biological • chemical • civil disturbance • disability/death of key person • economic • electronic • erosion • explosion • fire • fraud • hazardous materials • industrial accident • infrastructure failure • market failure

RANGE STATEMENT	
	• natural disaster • operational collapse - insolvency • pandemic • pollution • privacy and confidentiality • radiological/nuclear • robbery and/or major vandalism • sabotage • structure failure • terrorism • transport accident • war • water • weather/climate change
<i>Business impact assessment/s</i> may include:	• breach/reduction of customer service standards • cost/impact on existing and/or increased finance • escalating losses over time • impact of loss of business/resources • loss of revenue • potential fines/penalties/litigation costs • reputation/brand damage • statutory/regulatory breaches
<i>Risk treatment</i> may include:	• activating evacuation plan • activating lock down procedures • activating workplace emergency management plan • personnel working from home • relocation of facilities • resource replacement • temporarily suspending activities • transferring activities
<i>Emergency response strategies</i> may include:	• contact lists to report incident/s • documentation/reporting/recording procedures • evacuation plan • location of evacuation assembly point • lockdown procedures • names and responsibilities of wardens • personnel instructions for evacuation • process for accounting for personnel • workplace emergency management plan

RANGE STATEMENT	
<i>Continuity strategies</i> may include:	• action required to resume critical business activities • contact lists of critical personnel and stakeholders • counselling • critical business activities and prioritisation of when they can/need to resume • list of resources • relocation to alternative worksite • resource replacement • treatment for critical business activities
<i>Recovery strategies</i> may include:	• damage assessment • process for assessing loss and filing insurance claims • relocation of business to original location • salvage and restoration of records, infrastructure and premises
<i>Business continuity plan/s</i> may include:	• introduction • organisational details • objectives • purpose • critical business functions • assumptions • processes • activation and stand down • responsibility • version control and maintenance • operational requirements • critical success factors • interdependencies • outage times • compliance • people • structure • roles and responsibilities • contact details • continuity arrangements • accommodation • resources • workarounds and alternative solutions

RANGE STATEMENT	
	• continuity management tasks • communications • other plans
Emerging risk may include:	• act of god • civil unrest • communication with third party, e.g. phone call of bomb threat • environmental - human • insufficient finance • insufficient insurance • news bulletins • pandemic • terrorist
Incident may include:	• biological contamination • chemical exposure • detection of any of the risks as listed previously • fire • flood

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Continuity

Co-requisite units

Co-requisite units		

BSBCON601A Develop and maintain business continuity plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work within the business continuity framework to develop and implement business continuity plans in order for an organisation to manage risk and ensure business resilience when faced with a disruptive event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit is for individuals working in positions of authority who are approved to implement change across the division, business area, program area or project area. This unit addresses the knowledge and processes necessary to develop and maintain business continuity requirements. Business continuity awareness and planning help the organisation to identify barriers and/or interruptions, and to determine how the organisation will achieve critical business objectives (even at diminished capacity) until full functionality is restored. The focus is on risk and vulnerability assessment, business impact assessments, and business continuity and communication plans.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Conduct risk and vulnerability assessments	1.1. Identify the relationship between corporate risk and the organisation's business continuity management framework 1.2. Analyse and determine internal and external risk context by collecting information that relates to the organisation's priorities, operations and environment 1.3. Analyse and identify potential internal and external sources of disruption to the organisation's priorities, operations and environment
2. Develop and report on	2.1. Identify the organisation's critical business

ELEMENT	PERFORMANCE CRITERIA
the business impact assessment/s	functions and their dependencies and interdependencies, and analyse and evaluate risks through the business impact assessment/s 2.2. Develop risk and disruption scenarios through the business impact assessment/s 2.3. Validate risk and disruption scenarios through the business impact assessment/s 2.4. Analyse, validate and report on the outcomes of the business impact assessment/s to management
3. Develop, implement and report on risk treatments	3.1. Develop and implement risk treatments 3.2. Participate in risk treatment review 3.3. Report on risk treatment review to management and relevant appropriate personnel 3.4. Update risk treatment review in line with feedback provided by relevant personnel
4. Determine interdependencies and develop response strategies	4.1. Develop the organisation's emergency response, continuity and recovery strategies 4.2. Consult and seek endorsement on the organisation's emergency response, continuity and recovery strategies from management and other appropriate personnel 4.3. Identify and manage synergies and conflicts in resource availability and access in conjunction with management 4.4. Coordinate the organisation's emergency response, continuity and recovery strategies
5. Establish the business continuity plan	5.1. Consult relevant personnel and seek support for the development of the organisation's business continuity plan/s 5.2. Ensure content of business continuity plan is comprehensive and meets, where applicable, the requirements of regulations, standards, industry practice and geographical dispersion 5.3. Document and analyse feedback received through consultation and finalise business continuity plan 5.4. Demonstrate accountability for the organisation's business continuity plan/s
6. Establish the communication plan within the organisation's	6.1. Identify stakeholders and determine objective and scope of communication plan for periods before, during and after disruptions occur 6.2. Determine organisation's communication

ELEMENT	PERFORMANCE CRITERIA
planning framework	capabilities in line with objectives and scope, and identify gaps and options for meeting shortfalls 6.3. Develop and implement across the organisation, appropriate risk and incident monitoring, reporting and escalation processes
7. Deliver business continuity professional development activities	7.1. Promote the application of the business continuity management framework and plan to all relevant personnel on an ongoing basis 7.2. Provide staff with appropriate information relating to the cyclical review process of the business continuity management plan 7.3. Conduct business continuity management plan exercises in line with the organisation's policies and procedures 7.4. Conduct post exercise debriefs, complete post exercise reviews and update business continuity strategies and plans as required 7.5. Manage and record staff learning and development in relation to the business continuity management framework in accordance with organisational requirements, and framework policies and procedures 7.6. Report on the outcomes of staff learning and development, and business continuity framework exercises to relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to analyse relevant workplace information and data, and to make observations and connections between workplace tasks and interactions in relation to people, activities, equipment, environment and systems
- communication, teamwork and leadership skills to:
 - read and interpret an organisation's reports, policies and procedures in order to develop business continuity management plan/s
 - effectively communicate and work with a diverse range of individuals at all levels during and after a disruptive event

REQUIRED SKILLS AND KNOWLEDGE

- effectively negotiate the trust and confidence of colleagues and stakeholders
- effectively undertake detailed business impact assessment activities across the spectrum of the organisation's stakeholders
- information technology skills to effectively respond to information technology issues
- initiative and enterprise skills to generate a range of options in response to a disruptive event
- planning and organisational skills to participate in or to establish the organisation's improvement and planning processes
- presentation skills to develop and present reports or presentations that deal with complex ideas and concepts, and to articulate information and ideas clearly
- research skills to undertake the necessary background research for risk and vulnerability assessment, business impact assessment and business continuity plan
- risk management and project planning skills to effectively develop and execute potentially complex business continuity planning strategies and plans
- stress management skills to work effectively and positively under the pressure of a major incident or situation within the workplace.

Required knowledge

- Australian/New Zealand Standard AS/NZS 4360:2004 Risk Management
- Australian/New Zealand Standard Handbook AS/NZS HB221:2004 Business Continuity Management
- organisation's policies and procedures, including business continuity strategies
- overall operations of the organisation, including existing data and information systems, paper and digital recordkeeping systems
- past and current internal, external and industry disruptions
- relevant legislation and regulations that impact on business continuity, such as OHS, environment, duty of care, contract, company, freedom of information, industrial relations, emergency management, privacy and confidentiality, due diligence, records management
- types of available insurance, what is required and insurance providers in relation to business continuity planning
- types of available recoverable services.

Evidence Guide

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.

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of the organisation's overall business continuity framework and how it interrelates with the critical business functions • development and implementation of a business continuity plan that includes appropriate links to emergency response, disaster recovery plans and detailed continuity and recovery strategies • effective management of the communication and staff development activities relating to business continuity risk and vulnerability assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace business continuity documentation • access to feedback from teams and management.
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 and third party workplace reports of on-the-job performance by the participant • work based projects or case studies • observation of presentations • oral or written questioning to assess knowledge of business continuity management framework and business continuity plans • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for risk treatment and disruption scenarios • evaluation of business impact assessment • evaluation of business continuity and communication strategies and plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

<i>Corporate risk</i> may include:	• electronic information security • espionage/commercial confidence/sensitivity breach • governance • insolvency • major fraud • professional negligence - threat of major legal action against directors
<i>Organisations</i> may include:	• commercial enterprises • community • government • non-commercial enterprises • not-for-profit • religious organisations
<i>Risk</i> may include:	• aeronautical • armed hold-up • biological • chemical • civil disturbance • disability/death of key person • economic • electronic • erosion • explosion • fire • fraud • hazardous materials • industrial accident • infrastructure failure • market failure • natural disaster • operational collapse - insolvency • pandemic

RANGE STATEMENT	
	• pollution • privacy and confidentiality • radiological/nuclear • robbery and/or major vandalism • sabotage • structure failure • terrorism • transport accident • war • water • weather/climate change
Critical business functions may include:	• business objectives • customer service functions • financial systems • human resource functions • management • OHS • organisational structure • payroll • records management
Dependencies may include:	• office furniture • office supplies • personnel • support activities • systems and applications • vital records
Interdependencies may include:	• communications • outsourcer and third party suppliers • power • sanitation • security • transport • water
Business impact assessment/s may include:	• breach/reduction of customer service standards • cost/impact on existing and/or increased finance • escalating losses over time • impact of loss of business/resources • loss of revenue • potential fines/penalties/litigation costs • reputation/brand damage

RANGE STATEMENT	
	• statutory/regulatory breaches
<i>Disruption scenarios</i> may include:	• damage to/loss of critical infrastructure • information and intelligence - unavailable • equipment and other assets - unavailable • litigation • loss of access to building • loss of access to precinct • loss of access to records and organisational information systems • loss of building • loss of communications - voice • loss of communications - data • loss of distribution chain • loss of information technology systems • loss of number and availability of staff, including key staff • not meeting legal and business requirements • partnership dependencies - denial of access to goods and services from suppliers, outsourcers
<i>Management</i> may include:	• chief executive officer • company board • delegated business continuity management director/officer • department managers • directors • supervisors
<i>Risk treatment</i> may include:	• activating evacuation plan • activating lockdown procedures • activating workplace emergency management plan • personnel working from home • relocation of facilities • temporarily suspending activities • transferring activities
<i>Emergency response strategies</i> may include:	• contact lists to report incident/s • documentation/reporting/recording procedures • evacuation plan • location of evacuation assembly point • lock down procedures • names and responsibilities of wardens

RANGE STATEMENT	
	• personnel instructions for evacuation • process for accounting personnel • workplace emergency management plan
Continuity strategies may include:	• action required to resume critical business activities to pre-disruption capacity • contact lists of critical personnel and stakeholders • counselling • critical business activities and prioritisation of when they can/need to resume • list of resources • relocation to alternative worksite • resource replacement • treatment for critical business activities
Recovery strategies may include:	• customer confidence/relationship management • damage assessment • market re-establishment • process for assessing loss and filing insurance claims • relocation of business to original location • salvage and restoration of records, infrastructure and premises
Resources may include:	• critical written and/or electronic records • emergency services • facilities and/or accommodation • finances • information technology infrastructure and applications management • insurance • personnel • plant and equipment • premises • telecommunications
Business continuity plan/s may include:	• introduction • organisational details • objectives • purpose • critical business functions • assumptions • processes

RANGE STATEMENT	
	• activation and stand down • responsibility • version control and maintenance • operational requirements • critical success factors • interdependencies • outage times • compliance • people • structure • roles and responsibilities • contact details • continuity arrangements • accommodation • resources • workarounds and alternate solutions • continuity management tasks • communications • other plans • checklists • maps and drawings
Stakeholders may include:	• chief executive officer • company board • customers • directors • families/next-of-kin • funders • local community • media • personnel • professional bodies • shareholders • relevant government minister/s and department/s • regulators • sponsors • suppliers
Communication plan may include:	• accessibility • assumptions • audience

RANGE STATEMENT	
	• boundaries • business continuity terminology • capability • equipment • hierarchical organisational chart of internal and external emergency services personnel/delegates • mode • monitoring procedures • radio silence • reporting and recording procedures • sensitivities
<i>Exercises</i> may include:	• drills • discussion exercises • modelling • planned walkthroughs • scenario planning and exercising • simulated exercises • testing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Continuity

Co-requisite units

Co-requisite units		

Co-requisite units		

BSBCON701A Establish and review the business continuity management framework and strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and review the formal and/or informal business continuity management framework and strategies for an organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit is for individuals working in positions of authority who have the responsibility for embedding business continuity management into corporate or organisational levels of a business. This unit addresses the knowledge and processes necessary to establish, monitor and review the requirements of the business continuity management framework. The framework is important as it provides the processes and resources to ensure the continued achievement of critical business objectives in the event of a disruption (even at diminished capacity) until full functionality is restored.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish business continuity management framework	1.1. Gain support for the business continuity management framework from <i>relevant personnel</i> 1.2. Demonstrate clear sponsorship, responsibility and accountability for the business continuity management framework 1.3. In consultation with others, establish <i>governance structures</i> for the business continuity management framework, in line with the size of the organisation 1.4. Determine and seek approval for <i>resources</i> required to implement the business continuity management framework 1.5. Support relevant personnel to implement the business continuity management framework 1.6. Establish a management system for the

ELEMENT	PERFORMANCE CRITERIA
	organisation's business continuity management program 1.7. Seek management approval of the organisation's business continuity management framework
2. Monitor the business continuity management framework and strategies	2.1. Develop an appropriate cyclical review process for monitoring the business continuity management framework 2.2. Provide relevant personnel with information relating to the cyclical review process for the business continuity management framework 2.3. Develop and seek approval of tools to verify and validate the business continuity management framework activities, processes and plans, appropriate to the organisation 2.4. Consult with relevant personnel about the implementation of the business continuity management framework 2.5. Monitor business continuity management framework learning, development and exercises across organisation
3. Review and evaluate the business continuity management framework and strategies	3.1. Review and analyse reports on business continuity management framework learning and development exercises 3.2. Review and analyse the organisation's communication strategy and implement changes 3.3. Review and update the overall business continuity management framework activities, processes, plans and resources according to results pre and post activation 3.4. Analyse and integrate the organisation's business impact assessment/s and identify dependencies and interdependencies if applicable 3.5. Implement and conduct business continuity management program audits

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- analytical skills to:
 - assess relevant workplace information and data to determine and utilise resources, activities, equipment, environment and systems
 - investigate a critical incident and provide recommendations and remedies
- communication, teamwork and leadership skills to:
 - read and interpret an organisation's reports, policies and procedures in order to establish and review business continuity management framework
 - effectively and calmly communicate and work with a diverse range of individuals at all levels during and after a disruptive event
 - review and report on a critical incident to all relevant parties including being able to provide submissions to the chief executive officer (CEO), Board and Directors
 - effectively negotiate the trust and confidence of an organisation's personnel
 - demonstrate leadership across the organisation by acting as a positive role model
- information technology skills to understand complex information technology issues within the organisation's environment
- initiative, enterprise and problem solving skills to:
 - translate a range of ideas into appropriate action when a disruptive event occurs
 - solve problems individually and in teams in response to changing environments
- planning and organisational skills to establish and monitor the organisation's improvement and planning processes
- presentation skills to develop and present reports or presentations that deal with complex ideas and concepts, and to articulate information and ideas clearly to an appropriate audience
- project planning skills to effectively develop and execute potentially complex business continuity management frameworks, and to analyse and provide advice on business continuity management plans
- research skills to undertake the necessary background research for the development and monitoring of the business continuity management framework
- stress management skills to work effectively and positively under the pressure of a major incident or situation within the workplace

Required knowledge

- Australian/New Zealand Standard AS/NZS 4360:2004 Risk Management
- Australian/New Zealand Standard Handbook AS/NZS HB221:2004 Business Continuity Management
- circumstances, barriers and/or interruptions that will disrupt, damage or inhibit the continuation of critical business functions
- organisation's current functionality, including existing data and information systems

REQUIRED SKILLS AND KNOWLEDGE

- organisation's internal and external dependencies and interdependencies
- organisation's policies and procedures, including risk management strategy
- past and current internal, external and industry disruptions
- relationship of the business continuity management framework to other business processes
- relevant legislation and regulations that impact on business continuity, such as OHS, environment, duty of care, contract, company, freedom of information, industrial relations, privacy and confidentiality, due diligence, records management
- types of available insurance, what is required and insurance providers in relation to business continuity planning

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge and understanding of an organisation's culture and capabilities, and the need for sustainable business continuity management planning
- demonstrated ability to think strategically and to work effectively with others to establish a business continuity management framework for an organisation.

Context of and specific resources for assessment

Assessment must ensure:

- access to workplace business continuity documentation
- access to feedback from teams and all levels of management.

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 by the participant
- observation of presentations

EVIDENCE GUIDE	
	• work based projects or case studies • oral or written questioning to assess knowledge of business continuity management framework.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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 participant, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Relevant personnel</i> may include:	• chief executive officer • company board • delegated business continuity management officer • directors • department managers • supervisors • chief financial officer (CFO) • chief operating officer (COO) • workplace health and safety officers (WHSO)
<i>Governance structures</i> may include:	• authorisation processes • development and coordination of business continuity management framework • monitoring the business continuity management framework • organisational chart showing management functions and reporting responsibilities • tracking and measurement of performance and outcome of the business continuity management framework
<i>Management</i> may include:	• chief executive officer • company board • delegated business continuity management

RANGE STATEMENT	
	director/officer • department managers • directors • supervisors
Resources may include:	• critical written and/or electronic records • emergency services • facilities and/or accommodation • finances • information technology infrastructure and applications management • insurance • media relations/communications officer • outsourced services • personnel/human resources • plant and equipment • premises • telecommunications • salvage crew • training personnel
Tools may include:	• component testing (simple checks) • desktop scenario tests • financial audit • hazard and risk identification documentation • information systems • live simulation tests • performance audits • plant and equipment maintenance schedules • technical testing (detailed checks) • workplace health and safety audit
Exercises may include:	• drills • discussion exercises • modelling • planned walkthroughs • scenario planning and exercising • simulated exercises • testing
Pre and post activation may include:	• aims and objectives for business continuity management exercise plan • amendment of business continuity management plan following exercise

RANGE STATEMENT	
	• assessment of current business continuity management plan • feedback documentation from exercises • identification of emerging threats and risks
Dependencies may include:	• office furniture • office supplies • personnel • systems and applications • vital records
Interdependencies may include:	• communications • outsourcer and third party suppliers • power • sanitation • security • transport • water

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Continuity

Co-requisite units

Co-requisite units		

BSBCRT501A Originate and develop concepts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to originate and develop concepts for products, programs, processes or services to an operational level. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who originate and develop concepts of some complexity and progress that concept to the point where it can be implemented. Individuals may be employed by organisations, be sub contractors or consultants brought in by companies to work on specific projects, or be individuals or part of a team working independently. Concepts could be developed for any business or community activity or process such as marketing campaigns, staff development programs, information technology and communication systems. This unit is also highly relevant to practitioners in the creative industries who develop products such as advertising campaigns, radio and television programs, entertainment events, films, exhibitions and digital media products. A person undertaking this role would operate with a high degree of autonomy and at a senior level if working within an organisation. However, the process of generating concepts and ideas is collaborative in nature. Skills associated with writing proposals to support concept development are covered in BSBWRT401A Write complex documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate and explore needs and opportunities	1.1. Research and evaluate <i>existing information that informs new concept development</i> 1.2. Where appropriate, identify and use gaps in current range of <i>products, programs, processes or services</i> as the catalyst for generating new ideas or concepts 1.3. Expand the potential of new ideas through <i>exploration of opportunities beyond the obvious</i>

ELEMENT	PERFORMANCE CRITERIA
	1.4. Identify factors that could have an impact on ideas or concepts to be developed, including potential for commercialisation 1.5. Determine whether other players are filling identified gaps or investigating similar opportunities 1.6. Develop preliminary ideas on innovative and different ways to address needs and opportunities 1.7. In consultation with relevant stakeholders, agree on broad parameters for developing ideas and concepts to meet market requirements
2. Develop a range of creative approaches	2.1. Use a range of creative thinking techniques to generate innovative and creative concepts to address identified needs 2.2. Challenge, test and experiment with different concepts and ideas as part of a collaborative process 2.3. Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential 2.4. Take account of social, ethical and environmental issues as concepts and ideas are generated and discussed 2.5. Identify resources required to achieve desired creative and innovative outcomes 2.6. Evaluate the effectiveness of different strategies for achieving desired outcomes 2.7. Select concepts or approaches that achieve required outcomes in an innovative and feasible way 2.8. Present proposed concepts or approaches in an appropriate format
3. Refine concepts	3.1. Ensure concept development process is open to ongoing refinement and testing 3.2. Seek input and feedback on concepts from relevant stakeholders 3.3. Seek specialist advice on creative and technical aspects of proposals as required 3.4. Compare concepts with best practice examples of similar products, programs, processes or services 3.5. Use a range of creative and practical criteria to determine the advantages and disadvantages of different concepts 3.6. Evaluate constraints on the realisation of concepts or ideas

ELEMENT	PERFORMANCE CRITERIA
	3.7. Refine proposals based on analysis and feedback
4. Develop concepts to an operational level	4.1. Use refined concepts as the basis for developing detailed <i>implementation specifications</i> 4.2. Present specifications to relevant parties for approval, funding or endorsement 4.3. Reflect on methodology used to generate concepts and ideas and note ways of improving this in the future

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to work collaboratively on ideas and to articulate the rationale for concepts in ways that promote constructive discussion with others
- creative thinking skills to generate a range of innovative concepts and ideas, to use lateral thinking and to take a visionary approach to developing concepts and ideas
- initiative and enterprise skills to pro-actively identify market requirements
- planning and organising skills to take account of practical issues for concept implementation
- self-management skills to meet deadlines.

Required knowledge

- broad context in which concepts are being developed
- cultural, social and environmental issues and impacts to be considered in developing new concepts
- issues and requirements to commercialise the concept
- legal requirements that affect work in a given industry context
- practical and operational issues to be considered in a specific work or community context
- range of broad practical and operational issues that determine whether a concept can be implemented (in any context)
- techniques for generating creative ideas and solutions, and for translating these ideas into workable concepts.

Evidence Guide

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 following is essential: • development of at least two concepts, substantiated and supported with sufficient information to allow for implementation to occur • generation of concepts and ideas that provide innovative solutions to identified issues • knowledge of legal requirements that affect work in a given industry context.
Context of and specific resources for assessment	Assessment must ensure: • access to the full range of background information required to evaluate the operational factors that will affect the implementation of concepts • interaction with others to reflect the collaborative nature of the concept development process.
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 and third party workplace reports of on-the-job performance by the candidate • evaluation of concepts generated by the candidate, of the processes used to generate and test the ideas and the material developed to support the concept • debate and discussion with the candidate to assess knowledge of the operational context and the broader factors that impact on concept development • evaluation of presentation or 'pitch' made by the candidate in relation to a particular concept • oral or written questioning to assess knowledge of cultural, social and environmental issues and impacts to be considered in developing new concepts.
Guidance information for assessment	

Range Statement

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.

<i>Existing information that informs new concept development</i> may include:	• creative brief • market research • organisational vision • personal vision and creative aspiration
<i>Products, programs, processes or services</i> may include:	• art and craft works • advertising campaigns • business services and processes • designs • festivals • films • interactive digital media products • live entertainment productions or events • manufactured products • marketing and promotional campaigns • museum and gallery exhibitions • photoimaging services • radio or television programs
<i>Exploration of opportunities beyond the obvious</i> may involve:	• challenging existing assumptions and preconceptions • considering radical change to the way things are done • exploring practice in a totally different industry context • investigating the use of new media • making connections between seemingly unrelated activities
<i>Factors</i> may include:	• codes of practice • content • cost effectiveness • features of interactive digital media products:

RANGE STATEMENT	
	• delivery platform • level of interactivity • look and feel • navigation • Indigenous laws and protocols • length of program or film • level of skill and understanding required for implementation • nature and size of target audience • organisational charter and policies • purpose: • advertising or marketing • commercial • educational • entertainment • game • information • relevant legislation, such as: • copyright and intellectual property • privacy • results of market research • revenue raised by existing market share • technical feasibility
<i>Relevant stakeholders</i> may include:	• administrative staff • clients/customers • designers and other creative personnel • directors • external suppliers • information technology personnel • management • program producers • technical specialists • writers
<i>Creative thinking techniques</i> may include:	• brainstorming: • bulletin board • buzz session • computer-aided • sequencing • stop and go

RANGE STATEMENT	
	• Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • word salads • visualisation
Resources may include:	• computer hardware and software • facilities • printed material • specialist equipment • specialist staff • training
Formats may include:	• application forms to funding bodies or sponsors • briefs for consultants • concept maps • electronic presentations to promote the concept • in-house proposal forms
Creative and practical criteria may include:	• cost-effectiveness • evaluation against competing priorities • fit with personal vision and aspirations • fit with strategic directions of organisation • fit with target market needs • how innovative the concept is • level of risk • potential benefits • technical feasibility • time to realise the concept
Constraints may include:	• availability of resources and equipment

RANGE STATEMENT	
	• availability of skilled experts and personnel • cost • level of technical difficulty • limited funding sources • limited potential for commercialisation • time
Implementation specifications may include:	• briefs for work • detailed specification of concept including purpose and content • operational plan with responsibilities and time lines • resources breakdown (financial, human and physical)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Thinking

Co-requisite units

Co-requisite units		

BSBCRT601A Research and apply concepts and theories of creativity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake research into different concepts and theories of creativity, and to apply those to a particular field of endeavour. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use sophisticated research and critical analysis skills in the exploration of creativity and its application to work and life practice. This research may be related specifically to fields of practice traditionally considered as 'creative', such as the arts, but may equally relate to much broader fields of human activity and endeavour. The scope of the research activity has both significant depth and breadth. A broader, more general approach to the ideas and history surrounding creativity is found in BSBCRT403A Explore the history and social impact of creativity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Research concepts and theories of creativity	1.1. Use a range of <i>research techniques</i> to source information about creativity 1.2. Identify and explore potential <i>new, emerging and alternative sources of ideas and thinking</i> about creativity 1.3. Expand own knowledge and understanding of creativity through review and <i>critical analysis</i> of information 1.4. Analyse, compare and contrast a <i>range of theoretical perspectives and thinking</i> on creativity 1.5. Identify and explore the transmigration of creative thought to innovative output
2. Apply theories of creativity to practice	2.1. Evaluate the relevance and application of different theories and practices of creativity based on analysis

ELEMENT	PERFORMANCE CRITERIA
	of <i>own work and life experience</i> 2.2. Analyse the ways in which different aspects of history, theory and other influences are applied, adapted or challenged in practice 2.3. Assess the ways in which theories, thinking and practices about creativity may be applied that provide <i>benefits to individuals, businesses and the community</i>
3. Develop, articulate and debate own perspectives theories and practices of creativity	3.1. Take a critical approach to different theories and reflect on own ideas and responses 3.2. Develop own <i>substantiated positions</i> in response to research and analysis 3.3. Articulate own positions in a manner which demonstrates <i>clarity of thought and conceptual understanding</i> of different theories and thinking 3.4. Debate own positions on creativity showing belief in own ideas and a willingness to remain open to new perspectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- critical thinking skills to analyse complex information and to develop and substantiate own positions and responses to theories and thinking around creativity
- communication skills to articulate and debate complex concepts
- literacy and problem solving skills to research information dealing with complex concepts and theories of creativity
- self-management skills to develop and substantiate own views and ideas.

Required knowledge

- different theories and concepts of creativity, including different historical perspectives and current and emerging thinking
- potential and actual benefits of creativity for individuals, businesses and communities
- relationship between theories of creativity and creativity in practice (in a particular work or broader social context).

Evidence Guide

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 following is essential: • conduct of at least one research project into past, current and emerging theories of creativity • development of substantiated positions on creativity and its application in response to own analysis and research • knowledge of different theories and thinking on creativity and its application in different social and work contexts.
Context of and specific resources for assessment	Assessment must ensure: • use of current and emerging sources of information and thinking on creativity.
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 and third party workplace reports of on-the-job performance by the candidate • evaluation of research undertaken by the candidate into theories and application of creativity • observation of the candidate participating in discourse and debate on theories of creativity and on the candidate's own positions and ideas.
Guidance information for assessment	

Range Statement

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.

<i>Research techniques</i> may include:	• analysis of consumer trends • desk research • finding style leaders • informal discussions • internet search • interviews • literature reviews • observation of creative workers processes and behaviours • personal experience • tracking trendsetters
<i>New, emerging and alternative sources of ideas and thinking</i> may include:	• component resourcing • consumer trends • current business theories • emerging government policy • emerging research • fashion/design trends • grazing hardware, electronics, junk, second hand goods etc. • individuals in any fields of endeavour • innovative organisations • international trends • new products and sub assembly components • social trends
<i>Critical analysis</i> may involve:	• adapting • analysing and evaluating actions and policies • challenging • clarifying issues, values and standards • comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • critical path process

RANGE STATEMENT	
	• debate and discussion • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • ideational connecting of unrelated information • judging • leap of faith • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • obtuse connections • openness • questioning • reading and listening critically • reflecting
<i>Range of theoretical perspectives and thinking</i> may be:	• economic • environmental • geographic • heritage • historical • local, national, international • political • philosophical • social/cultural • style/design
<i>Own work and life experience</i> may include:	• evaluation of contexts in which creativity has flourished • observation of nature • observation of the man-made environment • observations of the ways people interrelate • reflection on own creative thinking and endeavours • reflection on own experience with any type of creative endeavour or creative thinking • workplace experience
<i>Benefits to individuals, businesses and the community</i> may include:	• adaptability • better individual and business relationships • capacity for innovation and invention

RANGE STATEMENT	
	• curiosity • environmentally sustainable practices • greater social cohesion • high degree of value adding • improved productivity and profit • nimbleness of thought • psychological wellbeing of individuals and communities
<i>Substantiated positions</i> may be positions which are:	• grounded in appropriate research • result of rational and logical thought • supported by relevant information • subjected to the analysis of others (e.g. peer review)
<i>Clarity of thought and conceptual understanding</i> may be demonstrated by:	• ability to exchange and debate ideas with others • appropriate distillation of ideas to suit the required purpose • audience understanding • clear articulation of ideas

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Thinking

Co-requisite units

Co-requisite units		

Co-requisite units		

BSBCUS501A Manage quality customer service

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

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

Application of the Unit

Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation. Typically these managers have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework

At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan to meet internal and external customer requirements	1.1. Investigate, identify, assess, and include the needs of customers in planning processes 1.2. Ensure plans achieve the quality , time and cost specifications agreed with customers
2. Ensure delivery of quality products and/or services	2.1. Deliver products and/or services to customer specifications within organisation's business plan 2.2. Manage team performance to consistently meet the organisation's quality and delivery standards 2.3. Assist colleagues to overcome difficulty in meeting customer service standards using leadership, supervision, coaching and mentoring
3. Monitor, adjust and review customer service	3.1. Develop and use strategies to monitor progress in achieving product and/or service targets and standards 3.2. Develop and use strategies to obtain customer feedback to improve the provision of products and/or services 3.3. Develop, procure and use resources effectively to provide quality products and/or services to customers 3.4. Make decisions to overcome problems and to adapt customer services, products and/or service delivery in consultation with appropriate individuals and groups 3.5. Manage records, reports and recommendations within the organisation's systems and processes

Required Skills and Knowledge

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

Required skills

- communication, coaching and mentoring skills to provide support to colleagues
- problem-solving skills to deal with complex and non-routine difficulties.

Required knowledge

- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
 - customer behaviour
 - customer needs research
 - customer relations
 - ongoing product and/or service quality
 - problem identification and resolution
 - quality customer service delivery
 - record keeping and management methods
 - strategies for monitoring, managing and introducing ways to improve customer service relationships
 - strategies to obtain customer feedback.

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 following is essential:

- plans, policies or procedures for delivering quality customer service
- demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service
- knowledge of techniques for solving complaints.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

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: • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards • review of strategies developed and used to monitor progress in achieving product and/or service targets and standards • review of records, reports and recommendations about managing customer service.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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.	
Customers may be:	• Board members • clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies

	• supervisors • suppliers of goods and services and contractors providing goods and services
Quality may refer to:	• characteristics of a product, system, service or process that meet the requirements of customers and interested parties
Strategies may refer to:	• databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • training and development activities
Resources may include:	• buildings/facilities • equipment • finance • information • people • power/energy • technology • time

Unit Sector(s)

Stakeholder Relations - Customer Service

BSBDES302A Explore and apply the creative design process to 2D forms

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 2 dimensional (2D) forms. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who apply the creative design process to the development of 2-dimensional forms. The unit underpins many other specialised design units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Source information on 2-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 2-dimensional design 1.2. Evaluate and collate information to build a knowledge of 2-dimensional design
2. Explore the creative design process for 2-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 2-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 2-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 2-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 2-dimensional form and its success in

ELEMENT	PERFORMANCE CRITERIA
	communicating the concept or idea 3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain ideas and to have discussions about design concepts with others
- literacy skills to read and interpret information about 2-dimensional design
- visual literacy skills to make judgements about the application of the design process to 2-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 2-dimensional forms
- materials, tools and equipment required for the design of 2-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 2-dimensional forms.

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - production of a range of samples or concept realisations which show the creative application of processes to 2-dimensional forms - knowledge of the design process as it applies to 2-dimensional work.
Context of and specific resources for assessment	Assessment must ensure: access to the materials resources and equipment needed to apply design processes to 2-dimensional forms.
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 and third party workplace reports of on-the-job performance by the candidate - evaluation of samples or concept realisations produced by the candidate and interrogation of the creative process used - oral or written questioning to assess knowledge of 2-dimensional design.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.	
<i>Sources of information</i> may include:	- anecdotal sources, personal observation - art and design work - books and magazines

RANGE STATEMENT	
	• natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources
<i>Creative thinking techniques</i> may include:	• brainstorming: • bulletin board • buzz session • computer-aided • sequencing • stop and go • daydreaming and mental wandering • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads
<i>Experimentation</i> may involve consideration of:	• contrast • direction • exploring tonal range to produce illusion of 3-dimensionality • harmony • linear perspective • mark making • modelling volume through marks and tone • pattern

RANGE STATEMENT	
	• positive and negative shape • proportion • rhythm • shape • size • texture • tone
Concept or idea to be communicated may relate to a range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
Materials, tools and equipment may include:	• cardboard • air brushes • cutting blades • digital equipment • found materials • glue • inks and washes • markers • measuring tools • pencils • pens and nibs • range of brushes • range of papers • receptacles • relevant and current software • rulers • scissors • spatulas • sponges • spray guns
Concept realisations or samples may be:	• digital output • drawn, painted, printed, collaged • photographs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES303A Explore and apply the creative design process to 3D forms

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 3 dimensional (3D) forms. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who apply the creative design process to the development of 3-dimensional forms. The unit underpins many other specialised design units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Source information on 3-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 3-dimensional design 1.2. Evaluate and collate information to build a knowledge of 3-dimensional design
2. Explore the creative design process for 3-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 3-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 3-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 3-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 3-dimensional form and its success in

ELEMENT	PERFORMANCE CRITERIA
	communicating the concept or idea 3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to explain ideas and to have discussions about design concepts with others
- literacy skills sufficient to read and interpret information about 3-dimensional design
- visual literacy skills to make judgements about the application of the design process to 3-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 3-dimensional forms
- materials, tools and equipment required for the design of 3-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 3-dimensional forms
- relationships between form and space.

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - production of a range of samples or concept realisations which show the creative application of the processes to 3-dimensional forms - knowledge of the design process as it applies to 3-dimensional work.
Context of and specific resources for assessment	Assessment must ensure: access to the materials resources and equipment needed to apply design processes to 3-dimensional forms.
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 and third party workplace reports of on-the-job performance by the candidate - evaluation of samples or concept realisations produced by the candidate and interrogation of the creative process used - oral or written questioning to assess knowledge of 3-dimensional design.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.	
<i>Sources of information</i> may	anecdotal sources, personal observation

RANGE STATEMENT	
include:	• art and design work • books and magazines • natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources
<i>Creative thinking techniques</i> may include:	• brainstorming: • bulletin board • buzz session • computer-aided • sequencing • stop and go • daydreaming and mental wandering • Edward de Bono's six thinking hats • ego alter or heroes • graphic organisers: • concept fans • visual maps • webbing • lateral thinking games • making associations • mind mapping • morphological analysis • storytelling • sub-culture surfing • trigger words • use of metaphors and analogies • vision circles • visualisation • wishful thinking • word salads
<i>Experimentation</i> may involve consideration of:	• bending • binding • cutting • folding • mass • moulding and modelling

RANGE STATEMENT	
	• pasting and taping • positive and negative forms • proportion • relationships of form to form and form to space • rhythm • shape • size • stitching • stretching • symmetry, asymmetry, balance • tone • twisting
Concept or idea to be communicated may relate to a range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
Materials, tools and equipment may include:	• brushes • buckets and containers • clamps • clays and other plastic compounds (plasticene, plaster) • cutting tools (scissors, knives blades) • drill • fibres, tape, string • foamcore, polystyrene • found materials • glue • hammer • measuring tools • nails, screws, wire • papers, cardboard and paper pulp • pliers • recycled materials • relevant and current hardware and software • saw • shaping tools (surform blades, planers, modelling and carving tools)

RANGE STATEMENT	
	• wood, metal, fabric, plastic
<i>Concept realisations or samples</i> may be:	• digital output • fabricated and constructed works • models • prototypes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES402A Interpret and respond to a design brief

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret and creatively respond to a design brief through the production of work. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in any industry or design context where work is prescribed by a commissioning agent/client in the form of a brief. The unit is holistic in nature and focuses on the integration of the creative, communication and planning processes that support effective response to a design brief. In practice, this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines. Work is carried out independently, although guidance would be available if required. Skills involving the more complex process of negotiating and refining a design brief, or managing the production process are found in BSBDES502A Establish, negotiate and refine a design brief and BSBDES601A Manage design realisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret design brief	1.1. Correctly interpret the <i>specifications</i> of the <i>design brief</i> 1.2. Establish and clarify user or client for the proposed product/service to inform design decisions 1.3. Identify and clarify specifications, <i>parameters or constraints</i> of the design brief in consultation with relevant colleagues 1.4. Source and evaluate <i>information pertinent to design brief</i>
2. Explore and develop design concept	2.1. Generate ideas for design concept through research, exploration and experimentation 2.2. Develop initial design concept consistent with design brief parameters 2.3. Evaluate and explore options for refining the concept

ELEMENT	PERFORMANCE CRITERIA
	to best meet design brief parameters 2.4. Refine options and select the approach which best meets design brief requirements
3. Liaise with client	3.1. Agree on communication process and frequency of communication with the client 3.2. Present concepts for work at appropriate stages during design process as required 3.3. Present and explore different options and creative ideas with client when appropriate 3.4. Pro-actively seek and act on client feedback 3.5. Reach agreement on concept for work which complies with design brief
4. Plan production of work	4.1. Assess specific design production risks 4.2. Identify all components required to produce a prototype 4.3. Assess technical requirements for production against specified guidelines 4.4. Identify and consult with support services required for production 4.5. Produce a prototype and evaluate against design brief requirements 4.6. Analyse prototype and determine any further adjustments to production requirements 4.7. Finalise production specifications supported by accurate and complete documentation
5. Complete production of work	5.1. Collect and/or organise required components for the work 5.2. Produce or monitor the production of work ensuring all parameters of design brief are met 5.3. Accurately document work progress in a format appropriate to the nature of the design and requirements of design brief 5.4. Seek client approval for work where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication skills to liaise with clients and colleagues on design concepts, and to effectively present potentially complex ideas
- creative thinking skills to generate and explore a range of possible responses to design brief requirements
- critical thinking and problem-solving skills to work out different ways of meeting different design and production challenges
- Research, literacy and analytical skills to interpret a brief and to source and evaluate information pertinent to the brief
- planning and organisational skills to integrate and coordinate creative, communication and planning issues into the work process
- self-management skills to take pro-active responsibility for all the elements involved in responding to a design brief.

Required knowledge

- copyright, moral rights and intellectual property issues and legislation relevant to the ways design concepts are developed and presented
- different ways of presenting, communicating and documenting design concepts (as relevant to the context of work)
- format of design brief typically used in the relevant industry or design context
- principles and key features of project management relevant to a design project
- specific project management factors that apply to a design project
- terminology typically used in a range of design briefs.

Evidence Guide

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 following is essential:

- effective response to the requirements of at least two design briefs, including interpretation, concept development, communication and production planning
- knowledge of copyright, moral rights and intellectual

EVIDENCE GUIDE	
	property issues and legislation relevant to the ways design concepts are developed and presented.
Context of and specific resources for assessment	Assessment must ensure: - access to the materials resources and equipment needed to interpret design brief, source information pertinent to design brief and to respond to design brief within its parameters - interaction with others to reflect the communication and collaboration aspects of this unit.
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 and third party workplace reports of on-the-job performance by the candidate - evaluation of design documentation and completed work undertaken by the candidate - oral or written questioning to assess knowledge of typical parameters and constraints for work in a given context, including practical production issues - evaluation of presentation made by the candidate to present concepts and to articulate the creative and other processes that lead to the development of final design concept.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.	
<i>Specifications</i> may refer to:	budget

RANGE STATEMENT	
	• location • materials • media • quantity • scope of work • site • size • target group • timeframes
<i>Design brief</i> may be:	• written • diagrammatic • visual • verbal
<i>Parameters or constraints</i> may refer to:	• budgeting and financing arrangements • cost of production • legislative and regulatory requirements • outlets • number of items • purpose of item • timeframes
<i>Information pertinent to design brief</i> may be about:	• current trends in the application of materials, techniques, tools and equipment • design standards • health and safety • industry standards • legal, contractual, ethical and copyright considerations • material characteristics and capabilities • new technology and innovation • stylistic considerations
<i>Concepts for work</i> would usually be in written format and may include:	• computer generated text or diagrams, for example MS Word PowerPoint presentation • diagrams • drawings • photographs or digital images • text • video
<i>Agreement on the concept</i> may involve:	• development of an artist statement • discussion with client • discussion with other specialists (e.g. technical

RANGE STATEMENT	
	or production) • formal contract for the work • negotiation
Support services may involve:	• agencies • digital services • engineers • fabricators, for example for models, props, sets • hire studios and/or equipment • other specialists, for example make-up, stylists • production facilities • work assistants
Documentation may include:	• charts/diagrams • CD • data sheets with notes • drawings/sketches • illustrations • material samples • photographs or digital images • slides • specifications for fabricators • storyboard and text • video or DVD • written rationale or description

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES403A Develop and extend design skills and practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and extend skills as a practising designer. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to any individual who works as a designer in any industry context. Designers may work independently or be employed by an organisation. Designers must continually refine, develop and evaluate their own conceptual and technical skills. Research, experimentation and collaboration are key factors in this process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Acquire and develop technical skills	1.1. Plan <i>strategies</i> to ensure the development of appropriate <i>technical skills</i> in design practice 1.2. Plan and use opportunities to develop and assess technical skills 1.3. Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve technical skills 1.4. Develop and extend technical skills through <i>testing capabilities</i> of materials, tools and equipment 1.5. Identify and use <i>relevant media</i> to stimulate technical and professional development
2. Develop conceptual skills and ideas	2.1. Engage in ongoing experimentation and exploration of different ideas and techniques 2.2. Discuss ideas with others and apply knowledge gained to inform own work 2.3. Use work practice to gain experience in a range of genres and interpretations 2.4. Study the work of others to stimulate conceptual and technical skills development 2.5. Research and share ideas across a range of design disciplines 2.6. Identify and use a range of <i>opportunities to develop</i>

ELEMENT	PERFORMANCE CRITERIA
	own skills and keep informed about current design practice
3. Develop own voice	3.1. Explore and experiment with new ideas in making and/or interpreting design work 3.2. Explore and use technology, where appropriate, to develop own voice and expand practice 3.3. Demonstrate own voice through design project realisation
4. Evaluate own work	4.1. Seek and apply constructive criticism from others to improve own work 4.2. Evaluate own work against planned strategy for own practice 4.3. Evaluate own work in the context of work by others in order to extend own practice 4.4. Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes
5. Research work opportunities	5.1. Correctly identify sources of information relating to work opportunities for designers 5.2. Identify networks and promotional opportunities for designers which may be helpful in developing career opportunities 5.3. Incorporate research results and information into own work and career planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to discuss potentially complex ideas and concepts with others and to engage in critical discourse about own work
- creative thinking skills to explore and generate new ideas for design work
- comprehension skills to interpret and communicate a wide range of potentially complex information about design concepts and technologies
- problem-solving skills to explore and develop strategies and solutions to new design challenges and opportunities
- self-management skills to take pro-active responsibility for own professional

REQUIRED SKILLS AND KNOWLEDGE
development.
Required knowledge
• current and emerging copyright, moral rights and intellectual property issues and legislation, and their impact on designers • current and emerging designers in the relevant design discipline • current and emerging trends and technologies in the relevant design discipline, and the opportunities and challenges they represent • professional development information and resources available to designers • sources of information relating to work opportunities and career planning.

Evidence Guide

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 following is essential: • development of own voice through exploring and experimenting with new ideas in making and/or interpreting work • application of planned strategies to develop appropriate skills in design practice • use of discussion and evaluation opportunities to inform and develop technical and conceptual skills.
Context of and specific resources for assessment	Assessment must ensure: • access to the materials, resources and equipment used in the development of technical and conceptual skills in the relevant design context.
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 and third party workplace reports of on-the-job performance by the candidate • evaluation of candidate diary or log detailing the

EVIDENCE GUIDE	
	ways in which different experiences and opportunities have been used to develop and extend skills • evaluation of bodies of work that demonstrate the progressive development of skills • evaluation of a presentation by the candidate addressing the ways in which a pro-active approach to skills development has been taken.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.	
<i>Strategies</i> for developing self as a designer may include:	• being involved in a range of relevant design activities • communicating with peers • experimenting • participating in professional development and other learning opportunities • participating in relevant groups or associations • practising • undertaking training courses • working effectively with supervisor • working with a mentor or coach
<i>Technical skills</i> may include skills in:	• animation • digital/electronic design • entertainment design • fashion/clothing/accessories design • furnishings • furniture design • graphic design

RANGE STATEMENT	
	• illustration/technical drawing • interior design • jewellery design • object design • photoimaging • tableware design • other design disciplines
Testing capabilities refers to:	• experimenting with innovative applications • extending the possibilities of materials, tools and equipment towards their full potential
Relevant media may include:	• catalogues • journals • magazines
Opportunities to develop own skills may include participation in and/or attendance at, some of the following:	• competitions • exhibitions • floor talks at galleries • laboratories • lectures, seminars, conferences, symposiums • manufacturing sites • master classes • professional organisations • trade fairs, expositions
Developing own voice includes:	• analysing and researching the work of others relevant to selected area of specialisation • analysing conventions, practices and customs in design practice • developing repertoire and knowledge • exploring elements and principles of design
Sources of information may include:	• design journals • employer listings • exhibition catalogues and programs • job advertisements • websites • word of mouth
Networks may include:	• alumni organisations • colleagues and teachers • consumer organisations • professional associations
Promotional opportunities may	• applications to funding bodies

RANGE STATEMENT	
include:	• competitions • demonstrations • exhibitions • performances • trade fairs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES501A Implement design solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to take a design concept or solution to the implementation stage. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who implement concepts and solutions in response to a design challenge in any industry context. It takes BSBDES401A Generate design solutions, to the next stage focusing on the resourcing and testing of a design concept. The outcome of work could be a completed product, object, system or service, but is more likely to be a complete or partial prototype or model for the design. The focus of the unit is on a general knowledge of design techniques and processes, and practical application to a specific design context.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Organise resources for realising the design solution	1.1. Confirm the nature and scope of the proposed design solution 1.2. Research resources required for developing the design concept to implementation stage 1.3. Investigate different factors that impact on the selection and use of resources 1.4. Select and prepare resources based on research and other legislative or organisational requirements
2. Test the design solution	2.1. Experiment with a range of different techniques and processes to test the design solution 2.2. Evaluate, challenge and refine testing processes 2.3. Gain input and feedback from key stakeholders during the testing process 2.4. Accurately document outcomes of testing 2.5. Select final design solution based on outcomes of

ELEMENT	PERFORMANCE CRITERIA
	testing and input from others
3. Develop the prototype or model	3.1. Create prototype or model based on agreed approaches 3.2. Where appropriate, select and organise materials, tools and equipment according to chosen design solution 3.3. Expose model or prototype to quality checks and ongoing analysis, enhancement and refinement 3.4. Compare completed prototype or model against identified needs and other considerations and make adjustments as required
4. Present the prototype or model	4.1. Identify key stakeholders to whom design should be presented 4.2. Select appropriate format for presentation based on nature of the audience and design 4.3. Present prototype or model in a way that optimises clarity, conciseness and appeal

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to consult with others on testing and refinement of the design solution
- creative thinking skills to develop and adapt responses to experimentation and testing processes
- literacy skills to interpret and develop a wide range of visual and written information sources
- planning and organisational skills to organise resources and to coordinate a testing process, including liaison and consultation with others during the design process
- problem-solving skills to respond to unpredictable issues and challenges that arise during the testing process.

Required knowledge

- copyright, moral rights and intellectual property issues and legislation that impact on design in the relevant context
- elements and principles of design and their application in the relevant design

REQUIRED SKILLS AND KNOWLEDGE

context

- features of the wider industry, economic, social and historical context for the design solution
- other designs and the work of other design practitioners in the relevant context
- sources of information that support the development of technical and other knowledge
- technical knowledge of the area for which design solutions are being implemented - in terms of relevant resources, materials, tools, equipment, techniques and industry processes and procedures.

Evidence Guide**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 following is essential:

- critical analysis, testing and development of a model, prototype or aspect of a design solution to meet an identified need
- knowledge of design trends and technologies in the relevant industry context.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to reflect the collaborative nature of the design process
- access to resources required to test a design solution in a given industry context (e.g. finance, materials, tools, equipment, expertise).

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 and third party workplace reports of on-the-job performance by the candidate
- evaluation of a design solution implemented by the candidate against an original brief, set of criteria or

EVIDENCE GUIDE	
	guiding objectives • evaluation of the processes used to test and refine the solution • oral or written questioning to assess knowledge of technical and context issues that impact on design in a given industry context.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. Combined assessment with the following unit is appropriate: • BSBDES401A Generate design solutions.

Range Statement

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.	
<i>Resources</i> will depend on the nature of the design, but may be:	• financial: • budget allocation • grants • in kind contributions • sponsorship • human expertise: • creative • financial • management • technical • physical: • hardware or software • materials • tools • workspaces

RANGE STATEMENT	
<i>Implementation stage</i> could be the point at which:	• marketing can commence • production can commence • production is confirmed • staff can be employed
<i>Factors that impact on the selection and use of resources</i> may relate to:	• environmental considerations • industry context • social or ethical issues • sustainability • technologies
<i>Legislative or organisational requirements</i> may relate to:	• commonwealth or state/territory legislation • licensing requirements • local regulations and standards • policies or procedures
<i>Techniques and processes to test the design solution</i> will depend on the nature of the design, and may include:	• colour tests • mock ups • models • practice pieces • samples • scenario testing • stress tests
<i>Key stakeholders</i> may include:	• client • employer • end user • peers • supervisor • technical experts • work colleagues
<i>Identified needs and other considerations</i> may relate to:	• access to and availability of resources • aesthetic considerations • budgetary constraints • ease of manufacture • opportunities for innovation • specifications of a brief • wider industry trends
<i>Appropriate format</i> may include:	• drawings or sketches - manual or computer aided design and drafting (CADD) • electronic presentation • verbal presentation • written notes with rationale or description

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES502A Establish, negotiate and refine a design brief

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work pro actively with a client or commissioning organisation to develop and negotiate a design brief. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in any industry or design context where the designer plays a key role in determining the scope and nature of work required. This unit builds on BSBDES402A Interpret and respond to a design brief, which focuses on working with an established brief. Establishment, negotiation and refinement of a design brief requires the integration of highly developed creative thinking, communication and planning skills in a process that may not be linear. Adaptability and effective response to change and new ideas is crucial. In practice, this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish design requirements	1.1. Identify and make appropriate contact with <i>relevant stakeholders</i> for the design project, in addition to the client 1.2. Identify and source <i>information and references relevant to the design project</i> 1.3. Undertake <i>critical analysis</i> of sources and extract key information to inform the design project 1.4. Liaise with client and other key stakeholders to determine <i>overall objectives and parameters</i> for the design project 1.5. Pro-actively seek, review and act upon information needed to inform constructive communication with client 1.6. Build trust and respect between self and client

ELEMENT	PERFORMANCE CRITERIA
	through effective use of communication skills and demonstration of professional integrity
2. Develop and refine design brief	2.1. Develop concepts and ideas for inclusion in design brief that take account of overall objectives and parameters 2.2. Undertake own analysis of concept and challenge ideas and approaches taken to ensure responsiveness to project needs 2.3. Present ideas in an appropriate format/medium and seek feedback from key stakeholders 2.4. Use effective communication techniques to generate discussion, debate and critical analysis 2.5. Re-evaluate and refine options based on own analysis and discourse with others 2.6. Establish and agree on final nature and scope of design brief with client and accurately document details
3. Negotiate terms and conditions	3.1. Negotiate and agree terms and conditions of the brief in accordance with relevant organisational and professional standards 3.2. Clarify, agree and document roles and responsibilities of those involved in the project 3.3. Confirm agreements in writing in accordance with organisational requirements 3.4. Identify the need for and seek specialist advice in developing, formal agreements or contracts where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, presentation and negotiation skills to work with clients to establish and refine design briefs
- creative thinking skills to generate and develop concepts and ideas for the design brief, including responses to situations where parameters may be quite broad and open or very restrictive

REQUIRED SKILLS AND KNOWLEDGE

- literacy skills to research and evaluate a wide range of source materials for the development of ideas and concepts
- numeracy skills to develop realistic costings for realisation of design concept
- planning and organisational skills to guide and coordinate the process of negotiating and finalising a design brief
- problem-solving skills to pro-actively identify and develop effective solutions to complex challenges of a varied and unpredictable nature
- self-management skills to take responsibility for driving and guiding the brief negotiation process.

Required knowledge

- copyright, moral rights and intellectual property issues and legislation that impact on design in the relevant work context
- legal issues that affect negotiations and contracts in the relevant work context
- scope, nature and potential variations within design briefs relevant to a specific context
- sources of information that inform the development of design concepts within a specific industry context.

Evidence Guide**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 following is essential:

- practical demonstration of skills through the development and finalisation of at least two design briefs for a specific industry purpose
- effective collaboration and communication skills to work with others to develop and refine a design brief
- knowledge of the design process within the specific industry context/design discipline.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate equipment and media to communicate and present ideas and concepts
- access to sources of information relevant to the

EVIDENCE GUIDE	
	industry context interaction with and involvement of others to reflect the collaborative nature of the work, and the communication and negotiation skills required.
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 and third party workplace reports of on-the-job performance by the candidate - evaluation of a design brief in which the candidate has played a significant development role - evaluation of reports prepared by the candidate detailing the processes undertaken for establishing and refining the design brief, including challenges faced and lessons learned for the future - observation of discussions and negotiations with client and other stakeholders - oral or written questioning to assess knowledge of the process and issues surrounding legislation, industry context, sources of information - evaluation of candidate response to different scenarios to assess ability to adapt approach to different client requirements and contexts.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: any specialised design unit.

Range Statement

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.

RANGE STATEMENT	
<i>Relevant stakeholders</i> in addition to the client may include:	• authorities such as local council for outdoor event design • creative specialists • other designers • others involved in the project • production teams • technical specialists • venue managers
<i>Information and references relevant to the design project</i> may include:	• environment • financial information • legislative and regulatory requirements • music and/or film/video • oral history • organisational information • photographs and other artworks • project team members • promotional material • technical reports/data • texts and other written references • work of other designers/artists
<i>Critical analysis</i> may involve:	• considering how ideas may be adapted • considering how ideas may be challenged • drawing links between references and potential designs • evaluating work of other designers • making judgements about potential ideas in relation to the budget and available resources • making judgements about relevance of information and ideas
<i>Overall objectives and parameters</i> may relate to:	• audience • availability of materials, tools, equipment and human resources • budget constraints • conflicting competing demands • environmental sustainability • organisational vision • presentation venue/context • sponsorship • timeframe • triple bottom line (people, planet, profit)

RANGE STATEMENT	
<i>Appropriate format/medium</i> for presentation of ideas may include:	• checklists • digital presentation • drawings • electronic presentations • graphic formats • models • paintings • photographs • plans • prototypes • verbal description/oral presentation • video • visual diagrams
<i>Terms and conditions</i> may relate to:	• conceptual parameters • contracts • deliverables • legal and financial issues such as processes to be used • ownership and copyright • reporting • technical requirements • time lines
<i>Organisational and professional standards</i> may include:	• industry-accepted fee schedules • industry standards for written agreements • requirements for written agreements
<i>Organisational requirements</i> for confirming agreements may include:	• approval and ongoing communication processes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES601A Manage design realisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the process of taking a design from concept to final realisation or production. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in any industry context or design discipline who take responsibility for turning design concept into reality - a product or service of value to the end user. This person could be an individual designer-maker or a designer working as part of a larger design/production team. The unit has a strong focus on planning, implementation and monitoring skills, combined with a sound knowledge of design and production issues and challenges in a given context. In practice this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan realisation of the design	1.1. Collect, analyse and maintain <i>relevant information on the design</i> 1.2. Discuss and agree on <i>standards of work and monitoring requirements</i> with <i>appropriate stakeholders</i> 1.3. Develop clear plan and schedule for design realisation, including key roles and responsibilities linked to time lines and budget
2. Implement and monitor realisation of the design	2.1. Organise and/or allocate <i>resources</i> to achieve the realisation of design within required standards, timeframes and budget 2.2. Liaise with others involved in design realisation to ensure obligations and quality standards are met within time, budget and technical resources

ELEMENT	PERFORMANCE CRITERIA
	2.3. Maintain accurate, relevant and complete documentation in accordance with agreed standards 2.4. Monitor process to ensure integrity of design is maintained at all times, including through the process of challenging and interrogating own design work 2.5. Promptly identify difficulties or problems that arise in relation to realisation of the design and take action to rectify the situation
3. Liaise and negotiate with stakeholders	3.1. Establish and maintain appropriate communication channels with relevant stakeholders 3.2. Pro-actively seek and provide information to facilitate effective design realisation 3.3. Adhere to agreed terms and conditions or negotiate appropriate changes in light of changed circumstances 3.4. Negotiate and agree on revisions with relevant parties in a professional manner, to enhance quality of outcome
4. Complete design process	4.1. Finalise design outcomes in accordance with terms and conditions 4.2. Seek feedback from key stakeholders on finished design and make final adjustments as agreed 4.3. Evaluate completed design in relation to own work and overall process, to inform future practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and negotiation skills to lead and participate in effective client/principal, stakeholder and project team liaison during design realisation
- creative thinking skills to generate new or adapted ideas in response to realisation challenges
- literacy skills to research and evaluate a wide range of source materials on design and to complete relevant design documentation
- numeracy skills to manage budgets

REQUIRED SKILLS AND KNOWLEDGE

- planning and organisational skills to coordinate and lead potentially complex processes involving a range of interrelated factors and challenges
- problem-solving and decision making skills to develop and implement solutions to unpredictable problems.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation that impact on design work in the relevant industry context at a managerial level
- occupational health and safety requirements relevant to the particular work context/design discipline
- production/realisation processes as they apply to designs in a particular industry context or design discipline including materials, tools, equipment and processes
- quality assurance for design concept realisation applicable to the specific industry context/design discipline.

Evidence Guide**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 following is essential:

- planning and implementation of design realisation so that finished product or service meets the requirements of design brief
- effective communication and negotiation skills in relation to working with others for design realisation
- knowledge of the design process in the specific industry context/design discipline.

Context of and specific resources for assessment

Assessment must ensure:

- access to resources, tools, materials and equipment for realisation of a design in specific context
- access to a design concept that the candidate can take to realisation stage
- interaction with and involvement of others to reflect the collaborative nature of the unit and the communication and negotiation skills required.

EVIDENCE GUIDE	
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 and third party workplace reports of on-the-job performance by the candidate • evaluation of finished products or services where the candidate has managed the realisation process • evaluation of progress reports or completion reports prepared by the candidate • evaluation of candidate reports on the realisation process highlighting different management techniques used, challenges in the process and how these were addressed.
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • any specialised design unit.

Range Statement

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.	
<i>Relevant information on the design</i> may include:	• artwork • brief • checklists • financial data • models • production data • prototypes • specifications • technical data

RANGE STATEMENT	
	• visual diagrams • working drawings
<i>Standards of work and monitoring requirements</i> may relate to:	• budget targets • creative issues • legal issues • reporting requirements • technical quality • timeframes
<i>Appropriate stakeholders</i> may include:	• client • community • others on whom the design will impact, for example technical or production personnel • others working on the design realisation process • supervisor/manager
<i>Resources</i> may include:	• financial • human • physical
<i>Documentation</i> to be maintained may include:	• digital records and presentations • financial reports • models • photographs • progress reports • prototypes • records of work • working drawings
<i>Difficulties or problems</i> may relate to:	• budgetary overruns • conceptual issues • legal issues • scheduling problems • technical quality
<i>Communication channels</i> may include:	• electronic updates • inspections • project meetings • telephone discussions

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES602A Research global design trends

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate global design trends. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who need to maintain a current and comprehensive knowledge of global design trends to inform their own professional practice. Often the individual would be a designer, but the unit may also be relevant to those who work in related management, marketing and production areas. The unit focuses on research and analysis of information and ideas at a complex level, plus the evaluation and extension of one's own professional skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Research design trends	1.1. Analyse and select <i>formal and informal research strategies</i> to source <i>information on global design trends</i> 1.2. Identify and explore <i>new and alternative sources</i> 1.3. Evaluate the credibility of information gathered and ensure research scope is sufficiently broad
2. Analyse design trends to inform own practice	2.1. Use information to challenge and extend own perspectives and ways of thinking 2.2. Examine and assess the implications and consequences of design trends on own work 2.3. Use <i>critical analysis</i> to identify creative or commercial opportunities presented by emerging trends and technologies 2.4. Develop systems to identify and respond to future opportunities
3. Develop and articulate positions	3.1. Develop <i>substantiated positions and ideas</i> in

ELEMENT	PERFORMANCE CRITERIA
and ideas	relation to global design trends 3.2. Generate informed discussion, debate and critical analysis with peers and colleagues 3.3. Use debate and feedback as a way of challenging and refining own positions
4. Extend own design skills	4.1. Pro-actively identify and use opportunities presented by research to extend own design skills 4.2. Re-evaluate and refine approaches to work in the context of current and emerging trends 4.3. Use practice, discussion and ongoing evaluation to continuously improve skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to articulate and debate conceptual or technical ideas
- critical thinking skills to distil and synthesise information from varied sources and to develop own positions and ideas on a complex range of issues
- literacy skills to research complex, varied and unfamiliar information sources
- planning and organisational skills to undertake the research process.

Required knowledge

- broad global design trends that apply to all design disciplines
- business implications/consequences of adopting trends and emergent technologies
- copyright/moral/intellectual property issues associated with research and with design more broadly
- design industry networks and professional development opportunities - local, national and international
- research methodologies and options
- sources of information on global design, design trends and broader references that may inform emerging and innovative design practice
- specific current and emerging design technologies and trends (at a global level) in at least one area of design.

Evidence Guide

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 following is essential: - conducting research on a complex range of design issues, trends and ideas - analysing, critiquing and synthesising complex sources to develop own positions and ideas - design research - knowledge of copyright/moral/intellectual property issues associated with research and with design more broadly.
Context of and specific resources for assessment	Assessment must ensure: use of a current and varied range of familiar and unfamiliar information sources.
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 and third party workplace reports of on-the-job performance by the candidate - evaluation of research undertaken by the candidate in terms of scope, depth and the level of critical thinking applied - direct observation of candidate debating issues arising from research into global design trends - oral or written questioning to assess knowledge of global design trends in terms of depth and complexity.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.

Formal and informal research strategies may include:

- formal study
- participating actively in relevant industry associations
- participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals
- participating in professional development and other learning opportunities
- reading current literature, including specialist journals and industry magazines
- web research

Information on global design trends may relate to:

- best practice examples
- emerging and future technology
- history
- philosophy
- role of design in the broader social, economic and political environment
- sustainability

New and alternative sources may include:

- inspirations from nature
- work from other areas of community or business activity for example:
 - artists
 - authors
 - business people
 - entertainers
 - film makers
 - historians
 - philosophers
 - photographers
 - scientists

Critical analysis may include:

- analysing and evaluating actions and policies
- clarifying issues, values and standards

RANGE STATEMENT	
	• comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • reading and listening critically
<i>Substantiated positions and ideas</i> may be those which are:	• grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others • supported by relevant information

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES701A Research and apply design theory

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and apply different theories of design. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use sophisticated research and critical analysis skills in the exploration of design, design theory and its application to professional design practice. The scope of the research activity has both significant depth and breadth. A broader, more general approach to the history and theory of design is covered by BSBDES305A Source and apply information on the history and theory of design.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Research design theory	1.1. Use a range of <i>research techniques</i> to source information about design theory 1.2. Identify and explore <i>new, emerging and alternative sources of ideas and thinking</i> about design 1.3. Expand own knowledge and understanding of design through review and <i>critical analysis</i> of information 1.4. Analyse, compare and contrast a range of <i>theoretical perspectives and thinking</i> on design
2. Apply theories of design to professional practice	2.1. Evaluate the relevance and application of different theories of design based on analysis of <i>own professional and personal experience</i> 2.2. Analyse the ways in which different aspects of history, theory and other influences are applied, adapted or challenged in practice 2.3. Assess the ways in which theories and thinking about design may be applied in ways that provide <i>benefits to individuals, businesses and communities</i>

ELEMENT	PERFORMANCE CRITERIA
3. Develop, articulate and debate own perspectives on theories of design	3.1. Take a critical approach to different theories and reflect on own ideas and responses 3.2. Develop own <i>substantiated positions</i> in response to research and analysis 3.3. Articulate own positions in a manner which demonstrates <i>clarity of thought and conceptual understanding</i> of different theories and thinking 3.4. Debate own positions on design showing belief in own ideas and a willingness to remain open to new perspectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to articulate and debate complex concepts
- critical thinking skills to analyse complex information, and to develop and substantiate own positions and responses to theories and thinking around design
- literacy skills to research information dealing with complex concepts and theories
- self-management skills to develop and substantiate own views and ideas.

Required knowledge

- different theories of design, including different historical perspectives and current and emerging thinking
- relationship between theories of design and design in practice (in a particular work or broader social context)
- relationships, similarities and differences at a conceptual and practical level between the concepts of design, innovation and creativity
- systemic impacts on design - social, economic, political and environmental.

Evidence Guide

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - research into past, current and emerging theories of design - development of substantiated positions on design and its application in response to own analysis and research - knowledge of different theories and thinking on design and its application in different social and work contexts.
Context of and specific resources for assessment	Assessment must ensure: use of current and emerging sources of information and thinking on design.
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 and third party workplace reports of on-the-job performance by the candidate - evaluation of research undertaken by the candidate into design theory and its application - evaluation of candidate's participation in discussion and debate on theories of design
Guidance information for assessment	The design process does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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

RANGE STATEMENT	
regional contexts) may also be included.	
Research techniques may include:	• desk research • informal discussions • internet • interviews • literature reviews
New, emerging and alternative sources of ideas and thinking may include:	• current business theories • government policy • individual in any field of endeavour • innovative organisations • international trends
Critical analysis may involve:	• adapting • analysing and evaluating actions and policies • challenging • clarifying issues, values and standards • comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • debating and discussing • judging • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • questioning • reading and listening critically • reflecting
Theoretical perspectives and thinking may be:	• economic • environmental • historical • local, national and international • political • social/cultural
Own professional and personal	• evaluation of contexts in which creativity has

RANGE STATEMENT	
<i>experience</i> may include:	flourished • evaluation of different attitudes to design and the role of designers • observations of the ways people interrelate with the design process, of the ways people use and adapt designs in daily life • reflection on current political, social and cultural trends • reflection on own experience with any type design process • workplace experience
<i>Benefits to individuals, businesses and communities</i> may include:	• better individual and business relationships • capacity for innovation and invention • greater social cohesion • improved productivity and profit • psychological wellbeing of individuals and communities
<i>Substantiated positions</i> may be positions which are:	• grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others • supported by relevant information
<i>Clarity of thought and conceptual understanding</i> may be demonstrated by:	• ability to exchange and debate ideas with others • appropriate distillation of ideas to suit the required purpose • audience understanding • clear articulation of ideas

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDIV301A Work effectively with diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a variety of contexts, where they will be expected to interact with a diverse client and/or co worker population.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Recognise individual differences and respond appropriately	1.1. Recognise and respect <i>individual differences</i> in <i>colleagues</i> , clients and customers 1.2. Respond to differences sensitively 1.3. Ensure behaviour is consistent with <i>legislative requirements</i> and <i>enterprise guidelines</i> 1.4. Accommodate diversity using appropriate verbal and non-verbal communication
2. Work effectively with individual differences	2.1. Recognise and document knowledge, skills and experience of others in relation to team objectives 2.2. Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes 2.3. Ensure relations with customers and clients demonstrate that diversity is valued by the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- problem-solving and initiative skills to recognise and address own responses to difference.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- major groups in the community and work environment, as defined by cultural, religious and other traditions and practices
- reasonable adjustments that facilitate participation by people with a disability
- value of diversity to the economy and society in terms of workforce development, Australia's place in the global economy, innovation and social justice.

Evidence Guide

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 following is essential:

- adjusting language and behaviour as required by interactions with diversity
- awareness of diversity issues
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources

EVIDENCE GUIDE	
	• examples of diversity issues in the workplace • examples of documents relating to diversity policies and procedures.
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: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of sourcing support about workplace diversity • review of documentation outlining the knowledge, skills and experience of others in relation to team objectives.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • workplace effectiveness units.

Range Statement

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.	
<i>Individual differences</i> may include:	• ability • age • belief systems/values • culture • expertise/experience/working styles • gender • interests • interpersonal style • language

RANGE STATEMENT	
	• mental ability • past experiences • physical characteristics • politics • race • religion • sexual orientation • thinking and learning styles
Colleagues may include:	• internal customers • junior staff • managers and supervisors • peers • stakeholders
Legislative requirements may include:	• disability discrimination legislation • human rights and equal opportunity legislation • racial and sex discrimination legislation
Enterprise guidelines may include:	• codes of conduct or ethics • diversity policies • human resources policies and procedures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Diversity

Co-requisite units

Co-requisite units		

Co-requisite units		

BSBFIA302A Process payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to process payroll from provided data using manual and computerised payroll systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Record payroll data	1.1. Check payroll data and clarify discrepancies with <i>designated persons</i> 1.2. Enter employee <i>pay period details</i> and any <i>deductions and allowances in payroll system</i> in accordance with <i>source documents</i> 1.3. Calculate payment due to individual employees to reflect standard pay and <i>variations</i> in accordance with employee source data
2. Prepare payroll	2.1. <i>Prepare payroll</i> within designated time lines in accordance with organisational policy and procedures 2.2. Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3. Make arrangements for payment in accordance with organisational and individual requirements 2.4. Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5. Produce, check and store <i>payroll records</i> in accordance with organisational policy and security procedures 2.6. Follow security procedures for processing payroll and for maintaining payroll records

ELEMENT	PERFORMANCE CRITERIA
3. Handle payroll enquiries	3.1. Respond to payroll enquiries in accordance with organisational and legislative requirements 3.2. Provide information in accordance with organisational and legislative requirements 3.3. Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution 3.4. Complete additional information or follow-up action within designated time lines in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to:
 - read and understand organisation's financial policies and procedures, and any procedures based on legislative requirements
 - write cheque or salary authorisations
 - prepare pay advice slips
 - maintain records
- numeracy skills to perform calculations and to reconcile figures
- problem-solving skills to reconcile figures and to resolve employee enquiries within scope of own responsibility.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - financial legislation
 - privacy laws
 - occupational health and safety

REQUIRED SKILLS AND KNOWLEDGE

- organisational policy and procedures
- types of payroll systems.

Evidence Guide**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 following is essential:

- performing payroll calculations
- applying knowledge of organisational guidelines relating to security and confidentiality of information.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- access to computer equipment, relevant software and payroll data (samples or actual).

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 and third party workplace reports of on-the-job performance by the candidate
- review of authenticated documents from the workplace or training environment
- analysis of responses to case studies and scenarios
- demonstration of techniques.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other financial administration units.

Range Statement

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.	
<i>Designated persons</i> may include:	• immediate supervisor • those who have the authority to approve payroll decisions
<i>Pay period details</i> may include:	• bonus • casual wage • commission • contract • piecework • salary • wage
<i>Deductions and allowances</i> may include:	• car allowance • health insurance • income tax • meal allowance • superannuation contributions • travel allowance • union dues
<i>Payroll system</i> may include:	• manual • computerised
<i>Source documents</i> may include:	• employee earnings and payroll register • employee records or history • employee timesheets
<i>Variations</i> may include:	• holiday loading • long service leave • overtime • paid leave • rates of pay • sick leave • taxation • unpaid leave

RANGE STATEMENT	
<i>Preparing payroll</i> may include:	• calculation of gross pay • cash analysis • electronic funds transfer • net pay • preparing cheques • preparing pay advice slips • taxation and other deductions
<i>Payroll records</i> may include:	• cash analysis sheets • electronic funds transfer • employee summary report • end of month reports • end of year reports • group certificates • pay advice slips • taxation reports
<i>Enquiries</i> may include:	• email • face-to-face • fax • telephone
<i>Legislative requirements</i> may include:	• Australian Tax Office regulations e.g. Australian Business Number, Employment Declaration Forms • confidentiality and security of records • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • Medicare levy • PAYE tax • payroll tax

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

BSBFIA303A Process accounts payable and receivable

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Maintain financial journal systems	1.1. Check <i>source documents</i> for accuracy and appropriate authorisation 1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organisational policy and procedures 1.3. Enter <i>transactions</i> into cash and credit <i>journal system</i> in accordance with organisational policy and procedures, and <i>relevant legislation and compliance requirements</i> 1.4. Total credit journals in accordance with organisational policy and procedures
2. Prepare bank reconciliations	2.1. Check cash journals against bank statements to identify differences 2.2. Update cash journals with relevant data from bank statement/s 2.3. Identify <i>discrepancies</i> and refer to appropriate staff member, organisation or agency 2.4. Total cash journals in accordance with organisational policy and procedures 2.5. Prepare regular reconciliation reports within designated time lines

ELEMENT	PERFORMANCE CRITERIA
3. Maintain accounts payable and accounts receivable systems	3.1. Enter transactions into individual accounts payable and accounts receivable, in accordance with organisational policy and procedures, and accounting requirements 3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organisational requirements 3.3. Reconcile schedules accounts payable and accounts receivable with journal data or general ledger, in accordance with organisational requirements
4. Process payments for accounts payable	4.1. Reconcile accounts payable statements with accounting records, in accordance with organisational policy and procedures 4.2. Check payment documentation for accuracy of information and discrepancies and rectify errors, in accordance with organisational requirements
5. Prepare statements for accounts receivable	5.1. Produce and check accounts receivable statements for accuracy of content in accordance with organisational policy and procedures 5.2. Rectify discrepancies and statements despatched within designated time lines
6. Follow up outstanding accounts	6.1. Maintain accounts receivable ledger system, in accordance with organisational requirements, to reflect current credit situation 6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organisational requirements 6.3. Report or follow-up outstanding accounts in accordance with organisational policy and procedures 6.4. Monitor and review credit terms in accordance with credit policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- literacy skills to read and understand financial procedures
- numeracy skills to:
 - use knowledge of mathematical concepts
 - interpret, compare and calculate with whole numbers and money
 - use decimal fractions and percentages
- problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - Australian Taxation Office regulations
 - Goods and Services Tax (GST) regulations
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - finance legislation
 - privacy laws
 - occupational health and safety
- limit of scope of own responsibility
- organisational accounting systems and procedures.

Evidence Guide

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 following is essential:

- maintaining journals and subsidiary ledger systems
- accurately entering data into journal and subsidiary ledger system
- reconciling subsidiary ledger system with journal or

EVIDENCE GUIDE	
	general ledger data.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • access to examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary ledgers • access to workplace reference materials such as procedural manuals and company policy.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

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.

RANGE STATEMENT	
Source documents may include:	• adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
Transactions may include:	• capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors • payments to creditors • petty cash transactions • purchases paid by cheque • returns • withdrawal of cash by owner
Journal system may include:	• cash payments journal • cash receipts journal • purchases journal • purchases returns journal • sales journal • sales returns journal
Systems may include:	• computerised • manual
Relevant legislation and compliance requirements may include:	• consumer: • codes of practice • Australian Consumer Credit Code • privacy laws • secrecy laws

RANGE STATEMENT	
	• competition: • Australian Competition and Consumer Commission (ACCC), National Competition Policy • prudential: • commonwealth Bills of Exchange Act 1909 • commonwealth Cheques and Payment Orders Act 1986 • commonwealth Financial Transaction Reports Act 1988 • commonwealth Land Tax Assessment Act 2002 • commercial tenancies laws • corporate law • Credit Reference Association of Australia (CRAA) • Electronic Funds Transfer (EFT) Code of Conduct • Financial Institutions (FI) Code • payroll tax assessment laws and regulations • prescribed payments laws and regulations • stamp duties laws • taxation assessment laws
Discrepancies may include:	• bank charges • direct deposits • direct payments • dishonoured cheques • interest
Accounts payable and accounts receivable systems may include:	• accounts payable schedule • accounts payable subsidiary ledger • accounts receivable schedule • accounts receivable subsidiary ledger
Journal data may include:	• accounts payable data from cash payments journal • accounts receivable data from cash receipts journal • purchases journal total • purchases returns journal total • sales journal total • sales returns journal total

RANGE STATEMENT	
<i>Checking payment documentation</i> may include:	• attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
<i>Accounts receivable statements</i> may include:	• any payments received allocated on an invoice by invoice basis • computerised system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
<i>Credit terms</i> may include:	• arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBFIA304A Maintain a general ledger

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain a general ledger within an organisation including processing journal entries and preparing a trial balance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff with delegated responsibilities relating to general ledger maintenance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Process journal entries	1.1. Prepare <i>general journal entries</i> from <i>source journals</i> in accordance with accounting requirements, organisational policy, procedures and accounting standards 1.2. Post journal entries into <i>general ledger system</i> in accordance with organisational policy, procedures and accounting standards 1.3. <i>Reconcile accounts payable and accounts receivable</i> subsidiary ledger systems with general ledger 1.4. Ensure processing maintains the accounting equation and is completed within designated time lines
2. Prepare a trial balance	2.1. <i>Prepare trial balance</i> of general ledger system in accordance with organisational requirements and accounting standards, and ensure it is checked for accuracy 2.2. Identify and rectify irregularities or refer them for resolution when trial balance does not balance, in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and understand financial procedures
- numeracy skills to:
 - use knowledge of mathematical concepts
 - interpret, compare and calculate with whole numbers and money
 - use decimal fractions and percentages
- problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations such as:
 - Australian Taxation Office regulations
 - Goods and Services Tax (GST) regulations
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - finance legislation
 - privacy laws
 - occupational health and safety
- limit of scope of own responsibility
- organisational accounting systems and procedures.

Evidence Guide

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

Evidence of the following is essential:

EVIDENCE GUIDE	
competency in this unit	• accurately entering data • applying understanding of general journal entries and knowledge of the relationship between journals and general ledger • implementation of double-entry principles • systematic tracing of errors.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • examples of source journals.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

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

RANGE STATEMENT

regional contexts) may also be included.

General journal entries may include:	• bad debts written off • correction of posting errors • interest expense • interest receivable • opening entries • purchase of a non-current asset on credit • sale of a non-current asset on credit • transfer of funds between bank accounts • withdrawal of stock and assets by owner
Source journals for general ledger may include:	• cash payments journal • cash receipts journal • general journal • purchases journal • purchases returns journal • sales journal • sales return journal
General ledger system may include:	• computerised • manual
Reconciling accounts payable and accounts receivable may include:	• checking accuracy of accounts payable balances with general ledger control account • checking accuracy of accounts receivable balances with general ledger control account
Preparing trial balance may include:	• checking total debits equal total credits • listing ledger account balances from general ledger • tracing of errors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

BSBFIA401A Prepare financial reports

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to record general journal adjustment entries and to prepare end of period financial reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for preparing financial reports. They may work as individuals providing administrative support within an enterprise, or they might have responsibility for these tasks in relation to their own workgroup or role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Maintain asset register	1.1. Prepare a register of property, plant and equipment from fixed asset transactions in accordance with organisational policy and procedures 1.2. Determine method of <i>calculating depreciation</i> in accordance with organisational requirements 1.3. Maintain asset register and associated depreciation schedule in accordance with organisational policy, procedures and accounting requirements
2. Record general journal entries for balance day adjustments	2.1. Record depreciation of non-current assets and disposal of fixed assets in accordance with organisational policy, procedures and accounting requirements 2.2. Adjust <i>expense accounts</i> and <i>revenue accounts</i> for <i>prepayments and accruals</i> 2.3. Record <i>bad and doubtful debts</i> in accordance with organisational policy, procedures and accounting requirements 2.4. Adjust ledger accounts for <i>inventories</i>, if required, and transfer to <i>final accounts</i>
3. Prepare final general ledger accounts	3.1. Enter general journal entries for balance day adjustments in general ledger system in accordance with organisational policy, procedures and accounting requirements 3.2. Post revenue and expense account balances to final

ELEMENT	PERFORMANCE CRITERIA
	general ledger accounts system 3.3. Prepare final general ledger accounts to reflect gross and net profits for reporting period
4. Prepare end of period financial reports	4.1. Prepare revenue statement in accordance with organisational requirements to reflect operating profit for reporting period 4.2. Prepare balance sheet to reflect financial position of business at end of reporting period 4.3. Identify and correct, or refer errors for resolution in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify reporting requirements and obtain required data
- literacy skills to:
 - identify financial information
 - follow the Australian Accounting and Auditing Standards
 - follow the organisation's accounting procedures
- numeracy skills to calculate percentages, addition and subtraction.

Required knowledge

- double-entry bookkeeping principles
- general journal and general ledger entries
- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - Australian Taxation Office regulations
 - accounting and auditing standards
 - Goods and Services Tax (GST) regulations
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - finance legislation

REQUIRED SKILLS AND KNOWLEDGE

- privacy laws
- occupational health and safety
- organisational accounting systems
- organisational policies, procedures and accounting requirements.

Evidence Guide**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 following is essential:

- preparing financial reports
- applying the Australian Accounting and Auditing Standards
- applying double-entry principles.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources, such as:
- calculator
- computer equipment and relevant software
- Australian Accounting and Auditing Standards
- access to samples of financial data
- access to workplace reference materials such as procedural manuals and company policy.

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:

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of authenticated documents from the workplace or training environment
- oral or written questioning to assess knowledge

EVIDENCE GUIDE	
	of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

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.	
<i>Calculating depreciation</i> may include:	• reducing balance method • straight-line method
<i>Expense accounts</i> may include:	• distribution expenses • electricity • freight inward and outward • insurance • interest paid • rates • rent paid • telephone and fax • wages and salaries
<i>Revenue accounts</i> may include:	• commission received • interest received • rent received
<i>Prepayments and accruals</i> may include:	• accrued expenses • accrued revenue • prepaid expenses • prepaid revenue
<i>Bad and doubtful debts</i> may include:	• calculating provision for doubtful debts • writing off bad debts against provision for doubtful debts

RANGE STATEMENT	
<i>Inventories</i> may include:	• goods for resale • stationery and other office supplies
<i>Final accounts</i> may include:	• profit and loss • trading
<i>Revenue statement</i> comprises:	• cost of goods sold if applicable • gross profit • operating net profit • unclassified adjusted expenses and revenue
<i>Reporting period</i> may include:	• as determined in organisational procedures • financial year
<i>Balance sheet</i> comprises:	• narrative or T format • unclassified assets and liabilities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

BSBFIA402A Report on financial activity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Compile financial information and data	1.1. Collect, evaluate and code current <i>financial data</i> to ensure consistency, quality and accuracy in accordance with <i>organisational requirements</i> 1.2. Use <i>conversion and consolidation procedures</i> to compile analysis in accordance with organisational requirements 1.3. Make, record and disclose asset and liability valuations in accordance with organisational requirements 1.4. Ensure that <i>discrepancies</i>, unusual features or queries are identified, resolved or referred to the appropriate authority
2. Prepare statutory requirement reports	2.1. Correctly record income and expenditure to ensure compliance with <i>statutory requirements</i> 2.2. Calculate liabilities for tax in accordance with current legislation and <i>revenue gathering practices</i> 2.3. Correctly identify relevant receipts, <i>revenue documentation</i> and payments 2.4. Ensure that statements and claims take full advantage of <i>available benefits and allowances</i> in accordance with statutory requirements 2.5. Submit statutory requirement reports to appropriate authorities within <i>stated deadlines</i>

ELEMENT	PERFORMANCE CRITERIA
3. Provide financial business recommendations	3.1. Ensure that recommendations are logically derived and supported by evidence in report 3.2. Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3. Ensure recommendations are concise and facilitate direction and control of organisation's operations 3.4. Identify and prioritise significant issues in statements including comparative financial performances for review and decision making 3.5. Ensure structure and format of reports are clear and conform to organisational and statutory requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports
- problem-solving skills to deal with a defined range of predictable problems
- decision making skills to make routine decisions
- numeracy skills to calculate data and to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - financial legislation
 - occupational health and safety (OHS)
- principles of double entry bookkeeping and accrual accounting
- techniques for forecasting and analysis
- Federal government taxes and charges

REQUIRED SKILLS AND KNOWLEDGE

- options, methods and practices for deductions, benefits and depreciations.

Evidence Guide**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 following is essential:

- organising financial data to highlight relevant features
- presenting financial data in comprehensive format
- completing Business Activity Statements
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of financial data, reports and documents.

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 and third party workplace reports of on-the-job performance by the candidate
- review of income and expenditure records
- analysis of responses to case studies and scenarios
- demonstration of techniques
- review of tax liabilities calculations
- oral or written questioning to assess knowledge of principles of double entry bookkeeping and accrual accounting
- assessment of recommendations provided proposing constructive actions to enhance the effectiveness and efficacy of functions and services.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- general administration units
- other financial administration units.

Range Statement**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.

Financial data may include:

- Australian Bureau of Statistics (ABS) economic data
- budget variances
- budgets and forecasts
- cash flow/profit reports
- financial markets monitoring services (e.g. Reuters)
- financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements)
- market valuations

Organisational requirements may include:

- financial analysis assessments
- financial management manuals
- legal and organisational policies, guidelines and requirements
- OHS policies, procedures and programs
- price and exchange parameters
- quality assurance and/or procedures manuals
- recording and filing systems
- reporting requirements
- standard financial analysis techniques

Conversion and consolidation procedures may include:

- moving averages
- spreadsheets

RANGE STATEMENT	
	• standardised variables • trend analysis • unit costs
Discrepancies may include:	• absence of auditable trail • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements • variances from budget and phasings
Statutory requirements may include:	• delegated authorities • internal control procedures • reporting periods • taxation payment timings
Revenue gathering practices may include:	• billing schedules • fees and charges • investments • leasing • lending and financing • sales
Revenue documentation may include:	• bills • cash received • debit notes • declarations • invoices • sales proceeds
Available benefits and allowances may include:	• depreciation • donations • interest payments • sales tax deductions
Stated deadlines may include:	• annual reports • lodgement dates • monthly returns • payment schedules
Recommendations may include:	• cash flow • consolidation • expenses • loss

RANGE STATEMENT	
	• profit • write-offs
Evidence may include:	• budgetary analysis • forecasts and estimates • order and supplier documentation • returns on investments • taxation and statutory returns
Significant issues may include:	• cost structures • internal controls • losses and returns • profitability • statutory obligations • suppliers
Format of reports may include:	• balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBFIM502A Manage payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and monitor security procedures for managing organisational payroll services and to calculate and process salary payments, group taxation and related payments. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to establish and work with payroll systems. They may work as senior administrative staff or may have responsibility for managing payroll systems and calculations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for the management of payroll	1.1. Establish <i>security procedures</i> that ensure the confidentiality and security of payroll information 1.2. Ensure procedures guarantee substantiation of claims for allowances 1.3. Establish <i>control measures</i> to safeguard organisation's financial resources in accordance with <i>legislative and organisational requirements</i> 1.4. Establish systems to ensure that statutory obligations are met and records are kept for the period determined by government legislation
2. Prepare payroll data	2.1. Use <i>nominated industrial awards, contracts and government legislation</i> to calculate gross pay and annual salaries 2.2. Calculate <i>statutory and voluntary deductions</i> using government and employee documentation 2.3. Provide payroll data to payroll processor for calculation within <i>designated time lines</i>
3. Authorise payment of salaries	3.1. Check payroll, and authorise salaries and wages for payment in accordance with organisational policy and procedures 3.2. Reconcile salaries, wages and deductions in accordance with organisational policy and procedures

ELEMENT	PERFORMANCE CRITERIA
	3.3. Deal with salary, wage and related enquiries in accordance with organisational policy and procedures
4. Administer salary records	4.1. Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements 4.2. Forward periodic deductions to <i>nominated creditors</i> within designated time lines 4.3. Prepare and despatch payments to government authorities accurately and in accordance with the relevant government legislation 4.4. Calculate and transcribe group tax amounts and make payments in accordance with taxation procedures 4.5. Prepare and reconcile employee group certificate amounts from salary records

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to answer enquiries, and to explain and resolve discrepancies with employees
- literacy skills to follow complex financial procedures and to follow and write detailed instructions
- numeracy skills to:
 - use financial formulae
 - calculate gross and net pay
 - compare differing rates of pay over a given time span of the same nature
 - prepare cash analysis sheets
 - reconcile figures and rectify anomalies to ensure accuracy.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards, regulations and codes that may affect aspects of business operations, such as:

REQUIRED SKILLS AND KNOWLEDGE

- Australian Taxation Office regulations
- anti-discrimination legislation
- ethical principles
- codes of practice
- financial legislation
- privacy laws
- relevant industrial awards
- other relevant government and statutory bodies in relation to payroll
- Superannuation Guarantee (Administration) Act and superannuation regulations
- organisational policies and procedures across the full range of tasks required payroll processes.

Evidence Guide**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 following is essential:

- documenting steps undertaken to establish payroll system
- using data and calculations to calculate payroll, including a range of deductions
- preparing appropriate records to record payroll processing.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources, such as:
 - Australian Accounting and Auditing Standards
 - calculator
 - certified or workplace agreements
 - computer equipment and relevant software
 - HECS/HELP documentation
 - organisation's accounting system
 - organisational contracts
 - paper-based or electronic payroll system

EVIDENCE GUIDE	
	• relevant Australian Taxation Office legislation • relevant industrial Awards • Superannuation Guarantee (Administration) Act • access to samples of financial data.
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: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial administration units • other financial management units.

Range Statement

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.	
<i>Security procedures</i> may include:	• authorised access • back-up files • computer passwords • employees signing for pay • ensuring security of passwords and keys • keeping payroll documents secure • maintaining security and confidentiality of

RANGE STATEMENT	
	employees' details • numbering payroll registers • restricting access to electronic files and locking paper-based confidential information • separating locations of confidential information • storage of information off site • supervision of timesheets
Control measures may include:	• authorisation requirements • dual checking system • internal control policies and procedures • multiple checks and balances • reconciliation of records • separation of duties
Legislative and organisational requirements may include:	• Australian Accounting and Auditing Standards • Australian Securities and Investments Commission (ASIC) requirements • Australian Taxation Office regulations • corporations law • Fringe Benefits Tax (FBT) • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • legislation and regulations in relation to superannuation such as the Superannuation Guarantee (Administration) Act • organisational policy and procedures for cash handling • Pay As You Go (PAYG) tax • superannuation • tax file number
Nominated industrial awards, contracts and government legislation may include:	• certified and workplace agreements • enterprise agreements • federal and state/territory awards • use of Wageline
Calculating gross pay and annual salaries may include:	• allowances • annual leave loading • appropriate pay structure • deductions • employment history cards

RANGE STATEMENT	
	• FBT • FBT returns • long service leave • overtime • penalty rates • salary packaging items • salary sacrificing • sick leave • time sheets
<i>Statutory and voluntary deductions</i> may include:	• HECS • HELP • insurance • Medicare levy • PAYG tax • payroll tax • superannuation levy • union fees
<i>Designated time lines</i> may include:	• Australian Taxation Office time lines for submission such as group tax, fringe benefits tax • Business Activity Statement (BAS) • stipulated time period before employee departs organisation • stipulated time period before pay is due to employees • organisational time lines
<i>Nominated creditors</i> may include:	• Australian Taxation Office • government agencies • health funds • membership organisations • those nominated as part of salary packaging • union • vehicle leasing organisations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

BSBHRM402A Recruit, select and induct staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a role in recruitment, selection and induction functions who work under the direction of a human resources manager. It is not assumed that the individuals addressed by this unit have staff who report to them, although this may be the case. Performance of the work described in this unit will be underpinned by in depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resource functions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine job descriptions	1.1. Clarify time lines and requirement for appointment 1.2. Assist with preparation of <i>job descriptions</i> which accurately reflect the role requirements in accordance with organisational procedures and <i>legislation, codes and national standards</i> and <i>occupational health and safety (OHS) considerations</i> 1.3. Consult with relevant personnel about job descriptions 1.4. Ensure that job descriptions do not contravene legislative requirements 1.5. Obtain approvals to advertise position
2. Plan for selection	2.1. <i>Advertise</i> vacancies for <i>staffing requirements</i> in accordance with organisational policies and procedures 2.2. Consult with relevant personnel to convene selection panel and to develop interview questions

ELEMENT	PERFORMANCE CRITERIA
	2.3.Short list applicants 2.4.Ensure that interview questions do not breach legislative requirements 2.5.Schedule interviews and advise relevant personnel of times, dates and venues
3. Assess and select applicants	3.1.Participate in interview process and assess candidates against agreed selection criteria 3.2.Discuss assessment with other selection panel members 3.3.Correct any biases or deviations from agreed procedures and negotiate for preferred candidate 3.4.Contact referees for referee reports 3.5.Prepare selection report and make recommendations to senior personnel for appointment 3.6.Advise unsuccessful candidates of outcomes and respond to any queries 3.7.Complete all necessary documentation in accordance with organisational procedures 3.8.Secure agreement of preferred candidate
4. Appoint and induct successful candidate	4.1.Provide successful candidate with employment contract and other documentation 4.2.Advise managers and staff of starting date and make necessary administrative arrangements for pay and employee record keeping 4.3.Advise manager and work team of new appointment 4.4.Arrange induction in accordance with organisational policy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to use networks to source suitable applicants, to listen to and understand what is being said in interviews, and to advise on the outcomes of the selection process
- literacy skills to work with job descriptions to devise suitable questions for

REQUIRED SKILLS AND KNOWLEDGE

- interviews, to prepare letters for unsuccessful applicants and to make job offers
- organising and scheduling skills to arrange interviews and venues.

Required knowledge

- documentation required for recruitment and selection
- human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle
- principles of equity, diversity and relevant legislation.
- range of interviewing techniques and other selection processes and their application.

Evidence Guide**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 following is essential:

- demonstrated ability to work with job descriptions to source and select suitable staff
- interviewing and other selection techniques that demonstrate awareness of equal opportunity and anti-discrimination requirements
- knowledge of the human resource life cycle.

Context of and specific resources for assessment

Assessment must ensure:

- access to an appropriate range of documentation and resources normally used in the workplace.

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:

- analysis of responses to case studies and scenarios
- assessment of written reports on recruitment and selection
- demonstration of selection techniques
- direct questioning combined with review of portfolios of evidence and third party workplace

EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • observation of interviewing techniques • review of advertisements for staffing vacancies • review of documentation provided to successful candidate • oral or written questioning to assess knowledge of selection processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

Range Statement

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.	
<i>Job descriptions</i> may include:	• attributes • competencies required by staff • job or person specifications • job title and purpose of position • necessary skills and knowledge • qualifications • selection criteria • tasks or duties associated with the position
<i>Legislation, codes and national standards</i> may include:	• award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination

RANGE STATEMENT	
Occupational health and safety (OHS) considerations may include:	- establishment and maintenance of OHS training, records, induction processes - performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions
Advertising may include:	- electronic or print - internal or external - outsourcing
Staffing requirements may include:	permanent, temporary, full-time, part-time or casual

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

BSBINM301A Organise workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of information management to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Collect and assess information	1.1. Access product and service information in accordance with organisational requirements 1.2. Ensure methods of collecting information are reliable and make efficient use of available time and resources 1.3. Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4. Use interpersonal skills to access relevant information from teams and individuals
2. Organise information	2.1. Organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2. Use appropriate technology/systems to maintain information in accordance with organisational requirements 2.3. Collate information and materials, and communicate to relevant designated persons 2.4. Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5. Update and store information in accordance with organisational requirements and systems
3. Review information	3.1. Actively seek feedback on clarity, accuracy and

ELEMENT	PERFORMANCE CRITERIA
needs	sufficiency of information to ensure relevance of information and system 3.2. Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3. Identify future information needs and incorporate in modifications to collection processes 3.4. Document future information needs and incorporate in modifications to reporting processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to classify and report information
- literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to display information in a format suitable to the target audience.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- methods for checking validity of information and its sources
- organisational recordkeeping/filing systems, security procedures and safe recording practices
- policies and procedures relating to distribution of workplace information, and legal and ethical obligations.

Evidence Guide

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 following is essential: • providing accurate information for defined purposes • systematic maintenance and handling of data and documents • using business technology to manage information • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of information documents found in the workplace.
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 and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of organisational recordkeeping/filing systems • analysis of how information and materials were communicated to relevant people • review of documentation outlining future information needs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT301A Write simple documents • general administration units • other information management units.

Range Statement

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.

Information may include:	• computer databases (e.g. library catalogue, customer records) • computer files (e.g. letters, memos and other documents) • correspondence (e.g. faxes, memos, letters, email) • financial figures • forms (e.g. insurance forms, membership forms) • invoices (e.g. from suppliers, to debtors) • personnel records (e.g. personal details, salary rates) • production targets • sales records (e.g. monthly forecasts, targets achieved)
Organisational requirements may include:	• code of conduct/code of ethics • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • classification tools • individual research • information from other organisations • interviews with colleagues/customers

RANGE STATEMENT	
	• observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Interpersonal skills may include:	• consultation methods, techniques and protocols • networking • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Format may include:	• adding headers and footers • incorporating graphics and pictures • inserting symbols • using legends • using a particular software application • using tables and charts
Technology may include:	• answering machine • computer • email • fax machine • internet/extranet/intranet • photocopier • shredder • telephone
Systems may include:	• information management systems • knowledge management systems • record management systems
Designated persons may include:	• clients • colleagues • committee • external agencies • line management • statutory bodies • supervisor
Feedback may include:	• audit documentation and reports • comments from clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of <i>relevant personnel</i> and <i>stakeholders</i> for input into, and use of, <i>an information or knowledge management system</i> 1.2. Identify and secure human, financial and physical resources required for <i>learning activities</i> to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of <i>policies and procedures for the information or knowledge management system</i> are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

ELEMENT	PERFORMANCE CRITERIA
	2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of performance measures 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
 - privacy and confidentiality legislation
 - freedom of information legislation
 - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
 - records management
 - information management
 - customer service
 - commercial confidentiality
- organisational operations, and existing data and information systems.

Evidence Guide

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 following is essential: - analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context - knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: - access to system - access to system user feedback.
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: - assessment of written reports reviewing and evaluating information or knowledge management systems - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - observation of presentations - oral or written questioning to assess knowledge of relevant organisational policies and procedures - review of identified learning needs personnel and stakeholders regarding the information or knowledge management system - evaluation of monitoring and documentation about the effectiveness of learning activities - analysis documentation reporting on the strengths and limitations of the system - review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended, for example:

- other units from the Diploma of Management.

Range Statement**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 include:

- managers, leaders, supervisors and coordinators
- owners
- staff, team members and colleagues

Stakeholders include:

- clients and customers
- employee representatives
- funding bodies
- industry, professional and trade associations
- regulatory bodies and authorities
- sponsors
- tenderers, suppliers and contractors

Information or knowledge management is defined as:

- equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation

An information or knowledge management system:

- comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders

Learning activities include:

- coaching and mentoring programs
- help desks
- information sessions, briefings, workshops and training programs
- paper-based or electronic (including intranet)

RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
<i>Policies and procedures for the information or knowledge management system</i> cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
<i>Performance measures</i> include:	• key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBINN501A Establish systems that support innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conceptualise and establish new systems that support and encourage innovation in the workplace. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit may apply to individuals working in any community or industry context, in small or large organisations. While managers are often responsible for the development of new systems, depending on the organisation size and the nature of the system being developed, senior operational personnel or internal/external specialists may also undertake this role. Systems are varied in nature and might apply to human resources management, team management, organisational structures, product development, information technology, marketing or training and assessment. The critical focus is on systems conceived and developed with innovation as the key driver.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Research context for new system development	1.1.Explore and analyse the <i>impact</i> of <i>systems</i> in the overall context of innovation 1.2.Explore and gain clarity around <i>system objectives</i> , particularly in relation to innovation 1.3.Analyse current organisational systems to identify <i>gaps or barriers</i> to innovation 1.4.Research and analyse current and emerging information about systems in <i>other organisations and contexts</i> 1.5.Evaluate the <i>resources and other commitment</i> required to foster innovation 1.6.Identify <i>key stakeholders</i> who can play a role in conceptualising or supporting new system ideas
2. Generate system	2.1.Create system concepts that will foster innovation

ELEMENT	PERFORMANCE CRITERIA
concepts and options	using <i>individual and group techniques</i> 2.2. Evaluate and discuss a range of ideas with relevant stakeholders 2.3. Clearly articulate the ways in which innovation is better supported by system ideas and options 2.4. Clearly articulate how the system itself is innovative 2.5. Expose ideas and options to <i>ongoing testing, exploration and challenge</i> 2.6. Select and refine system ideas that meet the workplace requirements and which are both feasible and innovative
3. Develop a plan for the system	3.1. Determine the need for <i>specialised assistance</i> and integrate into system planning 3.2. Analyse the potential impact of the new system on people, resources and other organisational practices 3.3. Consult with all stakeholders who will be involved with, or affected by, the new system 3.4. Develop an operational plan for the system, with budget, time lines and responsibilities 3.5. Develop a communication strategy to support the introduction of the new system 3.6. Evaluate the coaching and training needs of those who will use the system and plan a learning and development strategy
4. Trial the system	4.1. Present and consult on system proposals with relevant stakeholders 4.2. Analyse and integrate feedback into the system development process 4.3. Determine appropriate context and parameters for the trialling process 4.4. Initiate the trial, taking account of all required consultative, coaching and technical issues 4.5. Monitor and review the trial in relation to its goals for fostering innovation 4.6. Open the improvement process to ongoing collaborative input and challenge 4.7. Adjust system to reflect evaluation feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to conduct potentially complex and challenging negotiations and consultations on new systems development and implementation
- creative thinking skills to explore and generate innovative concepts
- learning skills to stretch boundaries of own knowledge and skills, and to foster similar approaches in others
- literacy skills to analyse and develop potentially complex organisational requirements and documentation for work systems
- numeracy skills to develop and interpret financial estimates
- planning and organisational skills to plan the implementation of new systems and to organise and implement training and learning activities
- research skills to investigate the broader context for system development
- self-management skills to take responsibility for driving system development with a focus on innovation

Required knowledge

- concepts and theories of change management, including ways of introducing change in different organisational contexts and change management communication strategies
- concepts and theories of innovation and how these link to innovation in practice
- in-depth understanding of the ways in which workplace systems can contribute to innovation in the workplace
- project planning and management techniques
- technical context in which the system is being developed
- typical ways in which systems may present barriers to innovation

Evidence Guide

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 of the following is essential:

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	- designing, trialling and reviewing more than one work system that is planned and structured to maximise opportunities for innovation by workers and managers in the workplace - clearly articulating and understanding how and why the work system fosters workplace innovation among workers and managers - knowledge of concepts and theories of innovation.
Context of and specific resources for assessment	Assessment must ensure: - interaction with others to reflect the collaborative nature of systems development and of innovation more broadly - use of current industry technology in the development of systems.
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 and third party workplace reports of on-the-job performance by the candidate - evaluation of systems developed by the candidate for a particular workplace context, with a focus on innovation (both in terms of process and outcome) - oral or written questioning to assess knowledge of links between systems and innovation, wider innovation concepts and change management processes - review of analysis of current organisational systems to identify gaps or barriers to innovation - review of operational plan developed for the system - review of communication strategy developed to support the introduction of the new system - evaluation of learning and development strategy for users of the system.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is strongly recommended, for example: - BSBHRM506A Manage recruitment, selection and induction processes - BSBINM601A Manage knowledge and information - BSBINN601B Manage organisational change

EVIDENCE GUIDE

- BSBLED705A Plan and implement a mentoring program.

Range Statement**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.

Impact of systems may be positive or negative and relate to:

- administrative processes
- degree of freedom or restriction for individuals, workers and teams
- extent of collaboration and cooperation within the organisation
- operational procedures
- quality of communication channels and processes
- quality of the physical environment
- responsiveness of the organisation to customer needs.

Systems might relate to:

- human resources
- innovation reward systems
- learning and development systems
- product or service review processes
- project management
- quality management
- team management.

System objectives may include:

- addressing operational or service problems
- changing the culture of the organisation
- developing workforce skills
- diversifying the business
- enhancing customer service quality
- generating more income
- improving competitiveness
- reducing operating costs

RANGE STATEMENT	
	• winning more projects.
Gaps or barriers might relate to:	• differences between management rhetoric and reality • hierarchical system of management • inadequate reporting or recording • managers who do not accept new ideas • overly bureaucratic processes • people not communicating with each other or sharing information • staff not being involved in decisions • teams who work in rigid and inflexible ways.
Other organisations and contexts may be:	• competitor organisations • local, national or international • organisations of similar size or structure • totally different organisations who have developed interesting or successful systems • wider community or business contexts in which innovation occurs.
Resources and other commitment may include:	• financial • human • management commitment • physical • preparedness to change at all levels of the organisation.
Key stakeholders may include:	• boards or committees • customers • government departments or other statutory authorities • management • specialist advisors • work colleagues.
Individual and group techniques may include:	• brainstorming • cost-benefit analysis • flow charts • jotting down words • mind maps • process analysis • review of approaches/procedures used by competitors • strengths, weaknesses, opportunities and

RANGE STATEMENT	
	threats (SWOT) analysis • value analysis • visual imagining • other creative thinking strategies.
<i>Ongoing testing, exploration and challenge</i> may include:	• comparing • contrasting • gaining input from those who do not support the concept • playing 'devil's advocate' • seeking objective internal or external review.
<i>Specialised assistance</i> may include:	• external consultants or advisers • internal colleagues with specialist or technical knowledge relevant to the system.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

BSBINN502A Build and sustain an innovative work environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self formed team of individuals. The work group could be permanent or temporary in nature. The unit focuses on the skills and knowledge required to develop and implement a holistic approach to the integration of innovation across all areas of work practice. It also acknowledges the importance of wider contextual evaluation for potential innovations to ensure their value and benefit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Lead innovation by example	1.1. Make innovation an integral part of <i>leadership and management activities</i> 1.2. Demonstrate positive reception of ideas from others and provide constructive advice 1.3. Establish and maintain relationships based on mutual respect and trust 1.4. Take considered <i>risks</i> to open up opportunities for innovation 1.5. Regularly evaluate own approaches for consistency with the wider organisational or project context
2. Establish work practices that support innovation	2.1. Consult on and establish <i>working conditions</i> that reflect and encourage innovative practice 2.2. Introduce and maintain <i>workplace procedures</i> that foster innovation and allow for rigorous <i>evaluation of innovative ideas</i> 2.3. Facilitate and participate in <i>collaborative work arrangements</i> to foster innovation

ELEMENT	PERFORMANCE CRITERIA
	2.4. Build and lead teams to work in <i>ways that maximise opportunities for innovation</i>
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate <i>ways of celebrating and promoting innovation</i> 3.3. Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4. Promote and support the evaluation of innovative ideas within the wider organisational or project context
4. Create a physical environment which supports innovation	4.1. Evaluate the <i>impact of the physical environment</i> in relation to innovation 4.2. Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3. Consider potential for supporting innovation when selecting physical resources and equipment 4.4. Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships
5. Provide learning opportunities	5.1. Pro-actively share relevant information, knowledge and skills with colleagues 5.2. Provide or encourage <i>formal and informal learning opportunities</i> to help develop the skills needed for innovation 5.3. Create opportunities in which individuals can learn from the experience of others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, consultation and negotiation skills to model and lead, open and collaborative relationships

REQUIRED SKILLS AND KNOWLEDGE

- comprehension skills to interpret and develop information that may deal with complex ideas and relate to issues both within and outside a given workplace context
- planning and organisational skills to implement wide-ranging practical processes and procedures that support innovation
- problem-solving skills to assess and respond to challenges and risks around innovation at an operational management level
- self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development.

Required knowledge

- benefits of providing coaching and learning opportunities in relation to innovation
- concept of innovation, what it is and what it means for different people either working independently or within an organisation
- context for innovation in the relevant workplace context including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- different ways of rewarding performance
- factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- legislative framework that impacts on operations in the relevant workplace context
- management principles and leadership styles, including the impact of different approaches on innovation
- typical challenges and barriers to innovation within teams and organisations, and ways of overcoming these
- ways in which workplace climate can affect individual attitudes and performance.

Evidence Guide

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 following is essential:

- establishment of procedures and practices (for a project or a workplace) which support and foster innovative work practice and include sound

EVIDENCE GUIDE	
	evaluation processes • modelling of behaviour that supports innovative work practice • knowledge and understanding of the role of leaders and managers in encouraging innovation, and the issues and challenges associated with building and sustaining an innovative work environment.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a team for which the candidate provides leadership and guidance.
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 and third party workplace reports of on-the-job performance by the candidate • evaluation of outcomes and processes from activities managed by the candidate, particularly in relation to how innovation and innovative practice was encouraged and supported • oral or written questioning to assess knowledge of ways that innovation can be fostered and the typical challenges and barriers to innovation.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

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.	
<i>Leadership and management activities</i> may include:	• people management practices • planning processes

RANGE STATEMENT	
	• regular management meetings • review processes
Risks may include:	• budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforeseen impacts of innovative ideas
Working conditions may include:	• family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas
Workplace procedures may relate to:	• briefing processes • client relations • performance management • project management • staff meetings • training
Evaluation of innovative ideas may relate to:	• analysing consistency with overall goals, values or vision • assessing resource requirements and practicalities • assessing the potential to find 'champions' or supporters • evaluating the external factors that may impact on the idea • exploring the implications of ideas that may stretch or change existing ways of doing things
Collaborative work arrangements might be:	• cross section • vertical teams • within a section • working with supplier organisations or partner organisations
Ways that maximise opportunities for innovation may relate to:	• collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking
Ways of celebrating and	• congratulating the project team

RANGE STATEMENT	
<i>promoting innovation</i> may include:	• ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes
<i>Impact of the physical environment</i> may relate to:	• eating areas • extent to which design or style links with declared philosophies or objectives • external areas • general ambience of the work environment • location of different people • presence and ambience of relaxation areas • style of décor • use of creative messages or images in the workplace • workspace design and décor • workstation arrangements and opportunities for interaction
<i>Formal and informal learning opportunities</i> may include:	• coaching • conferences • formal training courses/programs • information seminars • job rotation • mentoring • online learning

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

BSBIPR501A Manage intellectual property to protect and grow business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to protect, secure and effectively use intangible assets of value to an organisation. It focuses on establishing and maintaining systems to protect and exploit an organisation's intellectual property to ensure business growth. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers or coordinators who take an active role in recognising, securing and commercialising intangible assets which contribute to the organisation's profitability, productivity, product or service delivery, and market leadership. These managers and coordinators may work in a range of industry or other contexts and may have responsibility for managing people, systems or processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify the organisation's intellectual property assets and rights	1.1. Identify the <i>intangible assets</i> residing within the organisation and how they can be protected 1.2. Identify the <i>sections of the organisation</i> in which <i>intellectual property</i> is created, procured or transferred and for which management is required 1.3. Research <i>intellectual property rights</i> appropriate to the organisation according to <i>legislative requirements</i> 1.4. Identify and access <i>sources of information and advice</i> for protection of the organisation's intellectual property 1.5. Conduct a cost-benefit analysis of protecting intellectual property and determine risks 1.6. Identify and use appropriate intellectual property

ELEMENT	PERFORMANCE CRITERIA
	professionals to initiate processes to protect intellectual property, according to the type of intellectual property protection required
2. Create a strategy to manage the organisation's intellectual property	2.1. Review or create an organisational strategy, and review or develop policies and procedures for protection, management and use of intellectual property as part of the organisation's business strategy 2.2. Plan and implement an intellectual property audit and establish or review the value and use of the organisation's intangible assets inventory 2.3. Plan and make recommendations for implementation of a strategy for business growth through use of organisation's intellectual property 2.4. Plan and implement strategies to ensure employees, partners and contractors protect the organisation's and others' intangible assets 2.5. Establish or review procedures to securely record and store documentation related to the organisation's intangible assets
3. Monitor and maintain organisational strategies for the protection and use of intellectual property	3.1. Monitor and review strategies, policies and procedures for the identification, protection and use of intellectual property regularly to ensure they are working effectively, and make changes if required 3.2. Manage the identification of potential infringement of organisation's intellectual property rights, and ensure appropriate action is taken 3.3. Promote a culture of compliance and respect for other organisations' and individuals' intellectual property rights
4. Manage the commercialisation of the organisation's intellectual property to ensure business growth	4.1. Research the role intellectual property will play in the strategic plans of the organisation 4.2. Contribute to the implementation of the commercialisation of the organisation's intellectual property 4.3. Manage the review of the activities of existing or potential competitors and assess their impact on the organisation's intangible assets 4.4. Access and effectively use others' intellectual property within legal guidelines for business advantage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and analytical skills to conduct audits and make recommendations for compliance and commercialisation of intellectual property
- interpersonal skills to foster a positive culture of compliance within the organisation
- marketing skills to contribute to the commercialisation of the organisation's intellectual property
- problem solving skills to address intellectual property compliance issues
- research skills to find and interpret relevant legislation in relation to the particular types of intellectual property

Required knowledge

- types of intellectual property protection and time restraints on protection
- relevant legislation and regulations relating to intellectual property rights
- potential sources of information and advice about intellectual property
- business and marketing advantages of intellectual property protection
- strategic and business planning
- options for commercialisation

Evidence Guide

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 following is essential:

- identification of the types of intellectual property within the organisation and the relevant legislation protecting them
- establishment or review of strategies, policies and procedures for the management and use of own and others' intellectual property
- identification of commercialisation potential of an

EVIDENCE GUIDE	
	organisation's intellectual property
Context of and specific resources for assessment	Assessment must ensure: • access to relevant organisational strategies, policies and procedures; or access to information to allow for the design of these policies and procedures • access to relevant legislation and regulations as they relate to intellectual property • access to appropriate computer resources for online search and report preparation
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: • analysis of data collected on intangible assets and their compliance requirements within an organisation • direct questioning combined with review of portfolio of evidence and third party workplace reports of on-the-job performance by the candidate, to demonstrate the establishment of strategies, policies and procedures to manage an organisation's intellectual property • third party reports to demonstrate how the candidate promoted a culture of respect for the intellectual property of others • presentation to appropriate personnel on the commercialisation of a range of intellectual property within the organisation • oral or written questioning about relevant legislation as it relates to the organisation's intellectual property
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBR501A Manage risk • other management units from BSB07

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT

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.

Intangible assets may include:

- brand
- business name
- customer/client list
- computer systems software
- confidential information
- copyrights
- core technology
- database/customer list
- design
- distribution agreements
- domain name
- employees' specialist knowledge
- goodwill
- ideas
- innovation
- invention
- logo
- packaging
- patent
- practical application of a good idea
- process
- product
- promotional materials
- secret recipe, process, formula
- standard of service/unique service technique
- trade mark
- trade secret
- training manuals

Sections of the organisation may include:

- any section of the organisation that creates products or services that may be protected by intellectual property rights, or that is responsible for the management of intellectual property, including:
 - design department
 - marketing department

RANGE STATEMENT	
	• research and development department • product development group • human resource department • production, administration or service delivery • legal services unit
<i>Intellectual property</i> refers to:	• the output of the mind or intellect rather than tangible objects. It includes: • copyright • trade marks • patents • designs • plant breeder's rights • circuit layout rights • confidential information/trade secrets
<i>Intellectual property rights</i> may refer to:	• the exclusive rights associated with the relevant intangible asset • the right to prevent use by others of the intangible asset
<i>Legislative requirements</i> may include:	• Business Names legislation • Copyright Act 1968 • Designs Act 2003 • Patents Act 1990 • Trade Marks Act 1995 • Trade Practices Act 1974 and State/Territory fair trading legislation
<i>Sources of information and advice</i> may include:	• IP Australia • Attorney-General's Department • Australian Copyright Council • State and Commonwealth government agencies • lawyers specialising in intellectual property • trade mark attorneys and patent attorneys • accountants • business advisors • marketing consultants • branding consultants • copyright collecting societies, e.g. CAL, PPCA, MIPI, APRA, AMCOS • publications

RANGE STATEMENT	
	- websites, Internet - databases, e.g. local and international trade mark databases
Intellectual property audit may involve:	- a systematic review of the intellectual property owned, used or acquired by a person or organisation, including: - products or services that are key to the organisation - intangible assets and the legal rights that constitute them in relation to the goods or services - what market advantage these rights give the organisation - rights under which the organisation uses intellectual property - gaps or weaknesses in the organisation's intellectual property and rights - the valuation and recording of such intangible assets in accordance with accepted accounting standards
Intangible assets refer to:	- registered forms of intellectual property, such as patents and trade marks - unregistrable forms of intellectual property, such as copyright, client lists, know how, staff and training programs
Strategies may include:	- preparation of employer, contractor and supplier contracts which protect the organisation's intellectual property, so that: - the organisation's intellectual property is not introduced into other organisations - ownership of the intellectual property is established, e.g. external contractors designing training materials for an organisation - licensing, assignment or transfer of the organisation's intellectual property to other parties for the benefit of the organisation or its stakeholders - conducting appropriate clearance searches and investigations
Documentation may include:	- deeds - registration certificates

RANGE STATEMENT	
	• licence agreements • contract and end user licence agreements • employment contracts
<i>Infringement</i> occurs when:	• someone consciously or inadvertently uses another party's intellectual property without their permission
<i>Compliance</i> is important to:	• identify and where necessary take action to prevent breaches of laws and regulations in relation to intellectual property, to: • avoid costly legal decisions • be a good corporate citizen
<i>Commercialisation</i> may include:	• utilising intellectual property with the aim of producing financial or other commercial gain, and/or public benefit, including: • adapting • applying • assigning • copying • developing • licensing • making • publishing • selling • using

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Intellectual Property

Co-requisite units

Co-requisite units		

BSBIPR601A Develop and implement strategies for intellectual property management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to obtain a strategic advantage from developing and implementing strategies for the management of intellectual property. It covers the evaluation of approaches to the management of intellectual property, and focuses on establishing, implementing, evaluating and monitoring an organisation's intellectual property strategy. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to directors or managers who take an active role in recognising and securing intangible assets which contribute to the organisation's profitability, productivity and market leadership. These managers and coordinators may work in a range of contexts and may have responsibility for managing people, systems or processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate approaches to the management of intellectual property	1.1. Analyse strategic and operational plans to determine <i>intellectual property</i> requirements 1.2. Identify <i>sources of information and advice</i> regarding approaches to the best practice management of intellectual property 1.3. Determine the implications and potential <i>strategic advantage</i> from <i>protection</i> of intellectual property 1.4. Determine the implications and potential strategic advantage from adopting a <i>collaborative approach</i> to intellectual property 1.5. Determine the implications and potential strategic advantage from adopting an <i>open source</i> approach to intellectual property
2. Establish a strategy	2.1. Develop an <i>intellectual property strategy</i> for

ELEMENT	PERFORMANCE CRITERIA
for managing intellectual property	management and use of own and others' intellectual property in line with the organisation's strategic goals or plans 2.2. Examine requirements and options for commercialisation or effective use of intellectual property 2.3. Establish required documentation for the management of the intellectual property strategy 2.4. Develop strategies for addressing intellectual property infringement 2.5. Ensure intellectual property strategy complies with legislative requirements and organisational policies 2.6. Communicate intellectual property strategy to key stakeholders within the organisation and externally
3. Evaluate proposed intellectual property strategy	3.1. Obtain legal and other professional advice regarding the proposed intellectual property management strategy 3.2. Identify and evaluate the benefits from the proposed intellectual property management strategy 3.3. Identify and evaluate the disadvantages, costs and risks of the proposed intellectual property management strategy 3.4. Adjust strategy according to legal advice and evaluation 3.5. Establish, document and present the business case for adopting the proposed intellectual property management strategy to senior management, directors and other key stakeholders
4. Implement and monitor the intellectual property management strategy	4.1. Work with others to ensure the implementation of the strategy 4.2. Monitor and evaluate the strategy and its implementation and report to senior management, directors and other key stakeholders 4.3. Make changes to strategy and its implementation as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to question, clarify and report on proposed strategy and develop any required documentation, such as licence agreements
- financial and analytical skills to prepare a business case for the proposed strategy
- information technology and research skills to find and interpret relevant information about intellectual property
- conceptual skills to design an organisational strategy
- demonstration of characteristics of responsible business practice and ethical behaviour

Required knowledge

- types of intellectual property as they relate to the organisation
- alternative strategies for the organisation's intellectual property
- relevant legislation and regulations relating to the organisation's intellectual property rights
- potential sources of information and advice about intellectual property

Evidence Guide

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 following is essential:

- identification of intellectual property rights appropriate to the types of intellectual property within the organisation and the relevant legislation
- establishment of strategies for the management of intellectual property
- feasibility study outlining alternative strategies, with risk analysis and cost-benefit analysis of each alternative
- recommendations for and implementation of commercialisation of intellectual property

EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to relevant legislation and regulations as they relate to intellectual property • access to appropriate computer resources for online search and report preparation • access to sources of information and advice
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: • analysis of intellectual property strategy alternatives • direct questioning combined with review of portfolio of evidence and third party workplace reports of on-the-job performance by the candidate, to demonstrate the establishment of strategies to manage an organisation's intellectual property • presentation to appropriate personnel on the commercialisation of a range of intellectual property within the organisation, or the chosen intellectual property strategy • oral or written questioning about relevant legislation as it relates to the organisation's intellectual property strategy
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units from BSB07

Range Statement

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.	
<i>Intellectual property</i> refers to:	• the output of the mind or intellect rather than tangible objects, including:

RANGE STATEMENT	
	• copyright • trade marks • patents • designs • plant breeder's rights • circuit layout rights • confidential information/trade secrets
Sources of information and advice may include:	• IP Australia • Attorney-General's Department • Australian Copyright Council • State and Commonwealth government agencies • lawyers specialising in intellectual property • trade mark attorneys and patent attorneys • St James Ethics Centre • accountants • business advisors • marketing consultants • branding consultants • copyright collecting societies, eg CAL, PPCA, MIPI, APRA, AMCOS • publications • websites, Internet • databases, e.g. local and international trade mark databases
Strategic advantage may refer to:	• the relative standing against competitors in the global market place • the strategic benefit of the organisation's clients or stakeholders
Protection may include:	• protection through a range of legislation, including: • Copyright Act 1968 • Designs Act 2003 • Patents Act 1990 • Trade Marks Act 1995 • Trade Practices Act 1975 and State/Territory free trading legislation • business names legislation
Collaborative approach may	• specific partners • the industry, both nationally and

RANGE STATEMENT	
include working with:	internationally
Open source refers to:	the creative practice of appropriation and free sharing of found and created content
Intellectual property strategy may include:	- an approach of: - protection - collaboration - open source - mix of the above - developing a global intellectual property strategy - links to: - risk management strategy - business and marketing plans - organisational training needs
Commercialisation may include:	- utilising intellectual property with the aim of producing financial or other commercial gain, and/or public benefit, including: - adapting - applying - assigning - copying - developing - licensing - making - publishing - selling - using
Documentation may include:	- documented portfolio of intangible assets - intellectual property agreements or licences register - policies and procedures
Strategies for addressing intellectual property infringement may involve:	- identifying threats to the organisation from intellectual property infringement - determining the cost of litigation or other actions against intellectual property infringement - determining the impact of intellectual property infringement - establishing a business case for the intellectual

RANGE STATEMENT	
	property infringement strategy • licensing intellectual property on negotiated terms
<i>Infringement</i> occurs when:	• someone consciously or inadvertently uses another party's intellectual property without their permission
<i>Business case</i> consists of:	• a feasibility study with a cost-benefit analysis
<i>Implementation</i> may include:	• overseeing the: • development of policies and procedures around the strategy • development of a communication strategy for internal and external stakeholders • development of information sessions and training around relevant aspects of intellectual property • development of required documentation, e.g. licence agreements • negotiation of use of own and/or others' intellectual property
<i>Monitoring</i> may include:	• consulting key stakeholders to provide feedback on the strategy • reviewing documentation in relation to the strategy, eg licence agreements or sharing arrangements • analysing profit from commercialisation of intangible assets • reviewing any potential or real infringements of intellectual property which could have an impact on the organisation • reporting of implementation of the strategy and its variation to the intended strategy • applying corrective action where required

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Intellectual Property

Co-requisite units

Co-requisite units		

BSBITU201A Produce simple word processed documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce documents	1.1. Use safe work practices to ensure <i>ergonomic, work organisation, energy and resource conservation requirements</i> are addressed 1.2. Identify <i>document</i> purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify <i>organisational</i> and task <i>requirements</i> for document layout and design
2. Produce documents	2.1. <i>Format</i> document using appropriate <i>software functions</i> to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2. Use system features to identify and manipulate <i>screen display options and controls</i> 2.3. Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1. Ensure final document is previewed, <i>checked</i>, adjusted and <i>printed</i> in accordance with organisational and task requirements 3.2. Ensure document is prepared within <i>designated time lines</i> and organisational requirements 3.3. <i>Name and store document</i> in accordance with organisational requirements and exit application

ELEMENT	PERFORMANCE CRITERIA
	without information loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify document requirements
- editing and proofreading skills to check own work for accuracy
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of correspondence
- problem-solving skills to solve routine problems.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- purpose, use and function of word processing software
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- organisational style guide.

Evidence Guide

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 following is essential:

- knowledge of simple word processing functions, standard document layout and design principles
- production of a minimum of three simple, word processed documents.

EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of word processed documents and style guides.
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 and third party workplace reports of on-the-job performance by the candidate • review of formatted document • review of final document • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

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.	
<i>Ergonomic requirements</i> may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position

RANGE STATEMENT	
	• lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Conservation requirements may include:	• disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
Organisational requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename etc. in header/footer • templates
Formatting may include:	• alignment on page • columns • company logo/letterhead

RANGE STATEMENT	
	• enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation
Software functions may include:	• default settings • document protection • grammar check • headers/footers • indent • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
Screen display options and controls may include:	• layout view • maximise/minimise • normal view • page view • print preview • ruler • toolbars • zoom percentage
Checking may include:	• accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
Printing may include:	• basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document

RANGE STATEMENT	
<i>Designated time lines</i> may include:	- organisational time line e.g. deadline requirements - time line agreed with internal/external client - time line agreed with supervisor/person requiring document/s
<i>Naming and storing documents</i> may include:	- appropriate file type - authorised access - file names according to organisational procedure e.g. numbers rather than names - file names which are easily identifiable in relation to the content - file/directory names which identify the operator, author, section, date etc. - filing locations - organisational policy for backing up files - organisational policy for filing hard copies of documents - security - storage in folders/sub-folders - storage on hard/floppy disk drives, CD-ROM, tape back-up

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBITU202A Create and use spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of creating spreadsheets in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Adjust workspace, furniture and equipment to suit user <i>ergonomic, work organisation</i> and occupational health and safety (OHS) <i>requirements</i> 1.2. Use energy and resource <i>conservation techniques</i> to minimise wastage in accordance with organisational and statutory requirements 1.3. Identify <i>spreadsheet task requirements</i> and clarify with relevant personnel as required
2. Create simple spreadsheets	2.1. Ensure <i>data</i> is entered, <i>checked</i> and amended in accordance with organisational and task requirements, to maintain consistency of design and layout 2.2. <i>Format</i> spreadsheet using <i>software functions</i>, to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 2.3. Ensure <i>formulae</i> are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 2.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
3. Produce simple charts	3.1. Select <i>chart type</i> and design that enables valid representation of numerical data and meets

ELEMENT	PERFORMANCE CRITERIA
	organisational and task requirements 3.2.Create chart using appropriate data range in the spreadsheet 3.3.Modify chart type and layout using formatting <i>features</i>
4. Finalise spreadsheets	4.1.Ensure spreadsheet and any accompanying charts are previewed, adjusted and printed in accordance with organisational and task requirements 4.2.Ensure data input meets designated time lines and organisational requirements for speed and accuracy 4.3.Name and store spreadsheet in accordance with organisational requirements and exit the application without data loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify requirements of spreadsheet
- editing and proofreading skills to check own work for accuracy
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of spreadsheets
- numeracy skills to create and use spreadsheet formulae.

Required knowledge

- formatting of workplace documents
- organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques
- organisational guidelines on spreadsheet manipulation and processing
- purpose and range of use of spreadsheet functions.

Evidence Guide

EVIDENCE GUIDE

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 following is essential: - designing a minimum of two spreadsheets - using cell-based formulae - creating charts using relevant data - knowledge of purpose and range of use of spreadsheet functions.
Context of and specific resources for assessment	Assessment must ensure: - access to an actual workplace or simulated environment - access to office equipment and resources - access to examples of spreadsheets and simple formulae.
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 and third party workplace reports of on-the-job performance by the candidate - review of final spreadsheets - analysis of responses to case studies and scenarios - demonstration of techniques - oral or written questioning to assess knowledge of spreadsheet software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - general administration units - other IT use units.

Range Statement

RANGE STATEMENT

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.

<i>Ergonomic requirements</i> may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<i>Work organisation requirements</i> may include:	• exercise breaks • mix of repetitive and other activities • rest periods
<i>Conservation techniques</i> may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
<i>Spreadsheet task requirements</i> may include:	• data entry • output • presentation • storage
<i>Data</i> may include:	• numbers • text
<i>Checking</i> may include:	• accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • proofreading • spelling, electronically and manually
<i>Formatting</i> may include:	• alignment on page • efficiency of formulae • enhancements to format - borders, patterns and

RANGE STATEMENT	
	colours • enhancements to text • headers/footers • use of absolute and relative cell addresses • use of cell addresses in formulae
Software functions may include:	• adding/deleting columns/rows • formatting cells • formatting text • headers/footers • sizing columns/rows
Formulae may include:	• absolute cell referencing and/or mixed references • average • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Chart types may include:	• area • bar • column • exploded pie • line • pie and 3-D pie • scatter/bubble • stacked/multiple bar • stacked, 3-D column
Features may include:	• axes • axis title • borders • chart title • colours • data labels • data tables • fills • gridlines • legend • lines

RANGE STATEMENT	
	patterns
Printing may include:	- fit on one page - fit specific number of pages - with formulae - with values
Designated time lines may include:	- organisational time line e.g. financial requirements - time line agreed with internal/external client - time line agreed with supervisor/person requiring spreadsheet
Storing data may include:	- authorised access - filing locations - organisational policy for backing up files - organisational policy for filing hard copies of spreadsheets - security - storage in electronic folders/sub-folders - storage on CD-ROM, zip drives, USB memory

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units	

BSBITU301A Create and use databases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who develop and use simple databases to store and retrieve data. They may provide administrative support within an enterprise, or may be independently responsible for the storage and retrieval of data relating to their own work roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Create a simple database	1.1.Design a simple database, with at least two tables, using a <i>database application, basic design principles, software functions</i> and <i>simple formulae</i> 1.2.Develop a table with fields and attributes according to database usage, as well as <i>data</i> considerations and user requirements 1.3.Create a primary key for each table 1.4.Modify table layout and field attributes as required 1.5.Create a relationship between the two tables 1.6.<i>Check and amend data</i> entered, in accordance with organisational and task requirements
2. Create reports and queries	2.1.Determine information output, database tables to be used and <i>report layout</i> to meet task requirements 2.2.Determine data groupings, search and sort criteria to meet task requirements 2.3.Run reports and queries to check that results and formulae provide the required data 2.4.Modify reports to include or exclude additional requirements
3. Use database	3.1.Ensure data input meets <i>designated time lines</i> and organisational requirements for speed and accuracy 3.2.Use manuals, user documentation and online help to overcome problems with database design and

ELEMENT	PERFORMANCE CRITERIA
	production 3.3. Preview, adjust and print database reports or forms in accordance with organisational and task requirements 3.4. Name and store databases, in accordance with organisational requirements, and exit application without data loss or damage 3.5. Prepare and distribute reports to appropriate person in a suitable format

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- numeracy skills to create simple queries and to use simple formulae
- planning and organising skills to develop effective databases
- problem-solving skills to address inconsistencies in data and issues in database, and to query structures.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- organisational requirements relating to data entry, storage and presentation.

Evidence Guide

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • creating simple databases and queries • manipulating data using queries • formatting data into a final version.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to sample data.
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 and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other information and communications technology units.

Range Statement

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.

RANGE STATEMENT	
Database applications may include:	• commercial database applications • organisational specific database applications
Basic design principles may include:	• naming conventions • data layout • formatting • database use • required output • reporting and presentation requirements
Software functions may include:	• adding, deleting, moving, re-labelling fields • altering field widths • calculating, using formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • repeating (if available) • table, form and report wizards
Simple formulae may include:	• average • count • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Data may include:	• numbers • text
Checking and amending data may include:	• accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • outcome of sorting or filtering • proofreading • spelling, electronically and manually
Report layout may include:	• alignment on page • columns

RANGE STATEMENT	
	• enhancements to format - borders, patterns and colours • enhancements to text • formatting provided through use of a wizard or other automated process • headers/footers • logical ordering of data • tables
Designated time lines may include:	• time line agreed with internal or external client • time line agreed with supervisor or person requiring database
Printing may include:	• forms • queries • records • reports • tables
Storing databases may include:	• authorised access • filing locations • naming conventions • organisational policy for backing up files • organisational policy for filing hard copies of databases • security • storage in electronic folders and sub-folders • storage on disk drives, CD-ROM, back-up tapes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and communications Technology - IT use

Co-requisite units

Co-requisite units		

BSBITU302A Create electronic presentations

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers, for self access and for online access.

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

This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers, for self access and for online access.

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

Application of the Unit

This unit applies to individuals employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

This unit applies to individuals employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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 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

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare to create presentation	1.1 Organise personal work environment in accordance with ergonomic requirements 1.2 Determine purpose, audience and mode of presentation in consultation with content author or presenter 1.3 Identify presentation requirements in terms of supporting documents, transparencies and equipment 1.4 Apply work organisation strategies and energy and resource conservation techniques to plan work activities
2 Create presentation	2.1 Design slides, notes and handout masters to incorporate organisational and task requirements in relation to image and preferred style, avoiding distractions 2.2 Use software functions for consistency of design and layout, to meet identified presentation requirements 2.3 Balance presentation features for visual impact and emphasis 2.4 Use advanced software features to streamline and customise the presentation for different audiences 2.5 Prepare presentations within designated time lines

- 3 Finalise presentation
 - 3.1 Use manuals, user documentation and online help to overcome problems with design and production
 - 3.2 Check presentation for spelling, consistency in presentation features and style, in accordance with task requirements
 - 3.3 Print **presentation materials** in accordance with presenter or audience requirements
 - 3.4 **Store presentation**, in accordance with organisational requirements and exit the application without information loss or damage

Required Skills and Knowledge

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

Required skills

communication skills to clarify requirements of documents

keyboard skills to enter text and numerical data

literacy skills to read and understand organisational procedures, to use screen layout to support text structure, and to proofread and edit documents

problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

anti-discrimination legislation

ethical principles

codes of practice

privacy laws

occupational health and safety

effect of design features on readability and appearance of electronic presentations.

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 following is essential:
creating at least two electronic presentations

Context of and specific resources for assessment

Assessment must ensure:
access to an actual workplace or simulated environment
access to office equipment and resources
access to examples of electronic presentations and style guides.

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 and third party workplace reports of on-the-job performance by the candidate
review of presentation materials
demonstration of techniques
oral or written questioning to assess knowledge of word processing software functions.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
other business services units.

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.

Ergonomic requirements may include:

- avoiding radiation from computer screens
- chair height, seat and back adjustment
- document holder
- footrest
- keyboard and mouse position
- lighting
- noise minimisation
- posture
- screen position
- workstation height and layout

Mode of presentation may include:

- available for browsing by individuals
- display on one computer, control from another
- online, internet, intranet
- conference presentation
- self-running presentation
- speaker

Presentation requirements may include:

- 35 mm slides
- annotation pen
- computer equipment and peripherals for on-screen presentation
- data show
- digital pointer
- handouts
- internet access
- laptop computer

- network access
- outlines
- overhead projector
- overhead transparencies
- paper printouts of presentation or slide show
- slide projector
- speaker notes
- video projector/s
- world wide web documents

Work organisation strategies may include:

- exercise breaks
- mix of repetitive and other activities
- rest periods

Energy and resource conservation techniques may include:

- double-sided paper use
- recycling used and shredded paper
- re-using paper for rough drafts (observing confidentiality requirements)
- using power-save options for equipment

Organisational and task requirements may include:

- company colour scheme
- company logo
- corporate image
- music
- organisation name, time, date, occasion etc. in header/footer
- organisational video clip

Distractions may include:

- heavy colour
- insufficient colour separation (background to text)
- irrelevant animation
- multiple transitions
- overly busy background
- overuse of sound
- too many words or pictures per slide
- too small fonts

Software functions may include:

- backgrounds
- colour schemes
- creating templates
- handout master
- importing outlines from other applications
- importing images and graphics
- notes master
- placeholders
- slide master

Presentation features may include:

- animation
- charts
- graphics
- headlines or titles
- illustrations
- logos
- music
- objects
- pace
- pictures
- sound
- text content
- timing
- transitions
- video clips

Advanced software features may include:

- agenda slides
- presentation within a presentation - custom show

Designated time lines may include:

- organisational time line e.g. conference deadline requirements
- timeline agreed with internal or external client
- timeline agreed with supervisor or person requiring presentation

Presentation materials may include:

handouts
outlines
overhead transparencies
paper printouts of presentation/slide show
speaker notes
35 mm slides
world wide web documents

Storing presentations may include:

authorised access
filing locations
organisational policy for backing up files
organisational policy for filing hard copies
security
storage in folders or sub-folders
storage on disk drives, USB, CD-ROM,
backup tapes, server

Unit Sector(s)

empty

empt

Competency field

Information and Communications Technology - IT Use

Information and Communications Technology - IT Use

BSBITU306A Design and produce business documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Select and use appropriate <i>technology</i> and <i>software</i> applications to produce required <i>business documents</i> 1.2. Select layout and style of publication according to information and <i>organisational requirements</i> 1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4. Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1. Identify, open and generate files and records according to task and organisational requirements 2.2. Design document to ensure efficient entry of information and to maximise the presentation and appearance of information 2.3. Use a range of <i>functions</i> to ensure consistency of design and layout 2.4. Operate <i>input devices</i> within designated requirements
3. Produce document	3.1. Complete document production within designated time lines according to organisational requirements 3.2. Check document produced to ensure it meets task requirements for style and layout 3.3. Store document appropriately and save document to

ELEMENT	PERFORMANCE CRITERIA
	avoid loss of data 3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalise document	4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output 4.2. Make any modifications to document to meet requirements 4.3. Name and store document in accordance with organisational requirements and exit the application without data/loss damage 4.4. Print and present document according to requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- keyboarding and computer skills to complete a range of formatting and layout tasks
- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements
- numeracy skills to access and retrieve data
- problem-solving skills to determine document design and production processes.

Required knowledge

- appropriate technology for production requirements
- functions and features of contemporary computer applications
- organisational policies, plans and procedures
- organisational requirements for document design e.g. style guide.

Evidence Guide

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 following is essential: - designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document - using appropriate data storage options - knowledge of the functions and features of contemporary computer applications.
Context of and specific resources for assessment	Assessment must ensure: - access to an actual workplace or simulated environment - access to office equipment and resources - access to examples of style guides and organisational procedures.
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 and third party workplace reports of on-the-job performance by the candidate - review of final printed documents - demonstration of techniques - observation of presentations - oral or written questioning to assess knowledge of software applications.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - general administration units - other IT use units.

Range Statement

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.

<i>Technology</i> may include:	• computers • photocopiers • printers • scanners
<i>Software</i> may include:	• accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
<i>Business documents</i> may include:	• accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
<i>Organisational requirements</i> may include:	• budgets • correctly identifying and opening files • legal and organisational policies, guidelines and requirements • locating data • log-on procedures • manufacturers' guidelines • occupational health and safety policies, procedures and programs • quality assurance and/or procedures manuals • saving and closing files • security • storing data
<i>Functions</i> may include:	• alternating headers and footers • editing • merging documents

RANGE STATEMENT	
	• spell checking • table formatting • using columns • using styles
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Naming documents may include:	• appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Storing documents may include:	• storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

BSBITU307A Develop keyboarding speed and accuracy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop keyboard skills with speed and accuracy using touch typing techniques.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of environments and are required to enter text and data with speed and accuracy. On successful completion of this unit, individuals must be assessed in accordance with the current version of AS 2708: 2001 and issued with a speed statement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Use safe work practices	1.1. Adjust workspace, furniture and equipment to suit <i>ergonomic requirements</i> of the user 1.2. Ensure <i>work organisation</i> meets organisational and occupational health and safety (OHS) requirements for computer operation
2. Identify and develop keyboard skills	2.1. Identify and apply keyboard functions for both alpha or numeric keyboard functions 2.2. Apply <i>touch typing technique</i> to complete tasks 2.3. Develop <i>speed and accuracy</i> in accordance with workplace requirements for level of responsibility
3. Check accuracy	3.1. Proofread document carefully to identify errors 3.2. Amend document, ensure errors are corrected and complete a final accuracy check

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

REQUIRED SKILLS AND KNOWLEDGE
• keyboarding skills to enter text and numerical data • literacy skills to read, proofread and edit documents • numeracy skills to collate and present data, graphs and annotated references.
Required knowledge
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: • privacy laws • copyright • OHS.

Evidence Guide

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 following is essential: • producing word processed documents • typing with 98% accuracy assessed under test conditions in line with the current version of AS 2708:2001 Keyboarding speed tests • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to samples of word processed documents and organisational style guides • that it is in accordance with the current version of AS 2708:2001 Keyboarding speed tests, which specifies the test material, the equipment, the environment and how to conduct and score the test • that a speed statement be issued to individuals assessed as competent against the unit.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

EVIDENCE GUIDE	
	are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of outcomes of keyboarding speed tests • review of documents for accuracy • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • word processing units • other units that include requirements to enter text or numerical data.

Range Statement

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.	
<i>Ergonomic requirements</i> may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<i>Work organisation</i> may include:	• exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing

RANGE STATEMENT	
<i>Touch typing technique</i> may vary according to:	• level of competency of operator • workplace requirements
<i>Speed and accuracy</i> must be:	• consistent with degree of experience of operator • relevant to level of responsibility

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

BSBITU309A Produce desktop published documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of environments and require skills in desktop publishing. They may work as individuals providing administrative support within an enterprise, or may be technical or knowledge experts responsible for the production of their own documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing <i>ergonomic requirements</i> and using <i>work organisation strategies</i> 1.2. Use <i>energy and resource conservation techniques</i> 1.3. Identify <i>document</i> purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify <i>organisational and task requirements</i> for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. <i>Design</i> content <i>structure and layout</i> to ensure information and graphics are arranged according to related topics and logical sequences 2.2. Select appropriate formatting and create templates or master pages to ensure <i>consistency of design and layout</i> 2.3. Confirm layout with appropriate person
3. Create desktop published document	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Arrange text and graphics according to

ELEMENT	PERFORMANCE CRITERIA
	organisational and task requirements
4. Finalise desktop published document	4.1. Review text for possible errors and omissions, and resolve any issues 4.2. Check page order, structure and linkages 4.3. Produce completed document in required format 4.4. Name and store text documents, in accordance with organisational requirements and exit the application without information loss/damage 4.5. Prepare text documents within designated time lines and organisational requirements for speed and accuracy 4.6. Use manuals, user documentation and online help to overcome problems with document design and production

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify requirements of documents
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- editing and proofreading skills to check own work for accuracy against original
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand the organisation's procedures and to use models or exemplars to produce a range of documents
- problem-solving skills to edit documents and to resolve issues of consistency of design.

Required knowledge

- energy and resource conservation techniques
- organisational requirements for ergonomics, work periods and breaks
- organisational style guides
- purposes, uses and functions of desktop publishing software
- styles and their effect on formatting, readability and appearance of document.

Evidence Guide

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 following is essential: • knowledge of document design and layout principles • producing desktop published documents.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources in a workplace or simulated environment • access to samples of relevant workplace desktop published documents.
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 and third party workplace reports of on-the-job performance by the candidate • review of desktop published documents • demonstration of techniques • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

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

RANGE STATEMENT	
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.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• brochures • calendars • faxes • flyers • forms • mail merge documents, including labels • memos • multi-page letters • promotional material • reports • schedules • tables
Organisational and task requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles

RANGE STATEMENT	
	• observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • templates
Design may include:	• balance • diversity • relative positioning of graphics, headings and white space • simplicity • text flow • typography
Structure and layout may include:	• boxes • colour • columns • drawing • graphics • headings • letter and memo conventions • page layout • photographs • typeface • white space
Consistency of design and layout may include:	• annotated references • borders • bulleted and numbered lists • captions • consistency with other business documents • footnotes and endnotes • indentations • page numbers • spacings • font styles and point size
Naming and storing documents may include:	• authorised access • file and folder names which identify requirements such as the operator, author, section or date • filing locations • file names according to organisational procedure • file names which are easily identifiable in

RANGE STATEMENT	
	- relation to the content - organisational policy for backing up files storage in folders and sub-folders - organisational policy for filing hard copies of documents - security and password protection - storage on disk drives, USBs, CD-ROM, tape back-up to server
<i>Designated time lines</i> may include:	- time line agreed with internal or external client - time line agreed with supervisor or person requiring document - organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

BSBITU402A Develop and use complex spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use spreadsheet software to complete business tasks and to produce complex documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who require skills in the creation of complex spreadsheets to store and retrieve data. They may work as individuals providing administrative support within an enterprise, or may be independently responsible for designing and working with spreadsheets relevant to their own work roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to develop spreadsheet	1.1. Organise personal work environment in accordance with <i>ergonomic requirements</i> 1.2. Analyse task and determine specifications for spreadsheets 1.3. Identify organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements 1.4. Apply <i>work organisation strategies</i> and <i>energy and resource conservation techniques</i> to plan work activities
2. Develop a linked spreadsheet solution	2.1. Utilise <i>spreadsheet design</i> software <i>functions</i> and <i>formulae</i> to meet identified requirements 2.2. Link spreadsheets in accordance with software procedures 2.3. Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with the task specifications 2.4. Test formulae to confirm output meets task requirements
3. Automate and standardise	3.1. Evaluate tasks to identify those where automation

ELEMENT	PERFORMANCE CRITERIA
spreadsheet operation	would increase efficiency 3.2.Create, use and edit macros to fulfil the requirements of the task and automate spreadsheet operation 3.3.Develop, edit and use templates to ensure consistency of design and layout for forms and reports, in accordance with organisational requirements
4. Use spreadsheets	4.1.Enter, check and amend data in accordance with organisational and task requirements 4.2.Import and export data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures 4.3.Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 4.4.Preview, adjust and print spreadsheet in accordance with organisational and task requirements 4.5.Name and store spreadsheet in accordance with organisational requirements and exit the application without data loss or damage
5. Represent numerical data in graphic form	5.1.Determine style of graph to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements 5.2.Create graphs with labels and titles from numerical data contained in a spreadsheet file 5.3.Save, view and print graph within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets and to use a variety of strategies for planning and reviewing own work
- proofreading and editing skills to check for accuracy and consistency of

REQUIRED SKILLS AND KNOWLEDGE

information by consulting additional resources

- numeracy skills to collate and present data, graphs and related references.

Required knowledge

- advanced functions of spreadsheet software applications
- impact of formatting and design on the presentation and readability of data
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- organisational policies and procedures.

Evidence Guide**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 following is essential:

- developing complex spreadsheets
- developing graphical representations of data contained in spreadsheets.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and software
- access to samples of data for inclusion in spreadsheets.

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 and third party workplace reports of on-the-job performance by the candidate

EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other information and communications technology units.

Range Statement

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.	
<i>Ergonomic requirements</i> may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<i>Work organisation strategies</i> may include:	• exercise breaks • mix of repetitive and other activities • rest periods
<i>Energy and resource conservation techniques</i> may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment

RANGE STATEMENT	
<i>Spreadsheet design</i> may include:	• analysis • appropriateness • avoidance of blank rows and columns • embedding cell references in formulae • formulae • formatting and reformatting • functions • headers and footers • headings • headings and labels • identification and parameters • import and export of data • labels • linked formulae • multi-page documents • pivot tables • relative and absolute cell references • split screen operation
<i>Functions</i> may include:	• basic financial functions (if available) • date functions • logical functions (lookup, if, choose, true, false, conditions) • mathematical functions (square root, integer, absolute value, round) • simple nested functions • statistical functions (standard deviation, count, maximum, minimum)
<i>Formulae</i> may include:	• addition • average • comparison • division • exponentiation • multiplication • percentage • subtraction • combinations of above
<i>Macros</i> may include:	• printing sections of a spreadsheet
<i>Templates</i> may include:	• font types and sizes • forms

RANGE STATEMENT	
	• headers and footers • headings • page formats • reports
Importing and exporting data may include:	• proofreading • reformatting • split screen (if available)
Printing may include:	• charts • entire workbooks • selected data within a worksheet • worksheets
Naming and storing spreadsheets may include:	• authorised access • file naming conventions • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disk drives, CD-ROM, USB, tape back-up, server
Graphs may include:	• bar • line • pie • scatter • stack • 3D
Creating graphs may include:	• data range • keys and legends • labels and titles • naming • sizing (if possible) • using graph menu • X and Y axis

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Create learning opportunities	1.1. Identify potential formal and informal <i>learning opportunities</i> 1.2. Identify <i>learning needs</i> of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities 1.3. Develop and implement <i>learning plans</i> as an integral part of individual and team performance plans 1.4. Develop strategies to ensure that learning plans reflect the <i>diversity of needs</i> 1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6. Ensure effective liaison occurs with <i>training and development specialists</i> and contributes to learning opportunities which enhance individual, team and organisational performance

ELEMENT	PERFORMANCE CRITERIA
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to <i>encourage a learning culture</i> within the team 2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs 2.4. Share the benefits of learning with others in the team and organisation 2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues 3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - deal with people openly and fairly

REQUIRED SKILLS AND KNOWLEDGE

- encourage colleagues to share their knowledge and skills
- gain the trust and confidence of colleagues
- use consultation skills effectively
- literacy skills to access and use workplace information
- planning and organisational skills to facilitate, promote and monitor learning by:
 - developing learning plans
 - establishing a workplace which is conducive to learning
 - evaluating the effectiveness of learning
 - identifying learning needs
 - negotiating learning arrangements with training and development specialists
 - selecting and using work activities to create learning opportunities
 - using coaching and mentoring to support learning.

Required knowledge

- management of relationships to achieve a learning environment
- principles and techniques involved in the management and organisation of:
 - adult learning
 - coaching and mentoring
 - consultation and communication
 - improvement strategies
 - leadership
 - learning environment and learning culture
 - monitoring and reviewing workplace learning
 - problem identification and resolution
 - record keeping and management methods
 - structured learning
 - work-based learning.

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
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: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

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.

Learning opportunities may include:

- structured learning activities conducted outside and within the workplace such as:
 - accredited training through an independent organisation such as a state/territory OHS authority
 - action learning
 - short courses
 - training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
 - workshops
- workplace learning activities, that may also contribute to a recognised credential, such as:
 - coaching
 - exchange/rotation
 - induction
 - mentoring
 - shadowing

Learning needs may include:

- developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles
- gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks

Learning plans may include:

- codes of conduct
- key performance indicators
- negotiated agreement with individual/s
- OHS requirements
- performance standards
- team competencies
- team roles and responsibilities
- work outputs and processes

RANGE STATEMENT	
<i>Diversity of needs</i> may include:	learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
<i>Training and development specialists</i> may be:	- internal - external
<i>Encourage a learning culture</i> may refer to:	encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement. The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers. This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm <i>performance standards, Code of Conduct</i> and work outputs with relevant teams and individuals 1.5. Develop and agree <i>performance indicators</i> with relevant staff prior to commencement of work 1.6. Conduct <i>risk analysis</i> in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design <i>performance management</i> and review processes to ensure consistency with organisational

ELEMENT	PERFORMANCE CRITERIA
	objectives and policies 2.2. Train participants in the performance management and review process 2.3. Conduct performance management in accordance with organisational protocols and time lines 2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis 3.2. Advise relevant people where there is poor performance and take necessary actions 3.3. Provide on-the-job coaching when necessary to improve performance and to confirm <i>excellence in performance</i> 3.4. Document performance in accordance with the organisational performance management system 3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies 4.2. Seek assistance from human resources specialists where appropriate 4.3. Reinforce excellence in performance through recognition and continuous feedback 4.4. Monitor and coach individuals with poor performance 4.5. Provide support services where necessary 4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7. <i>Terminate</i> staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development
- risk management skills to analyse, identify and develop mitigation strategies for identified risks
- planning and organisation skills to ensure a planned and objective approach to the performance management system.

Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant awards and certified agreements
- performance measurement systems utilised within the organisation
- unlawful dismissal rules and due process
- staff development options and information.

Evidence Guide

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 following is essential:

- documented performance indicators and a critical description and analysis of performance management system from the workplace
- techniques in providing feedback and coaching for improvement in performance
- knowledge of relevant awards and certified agreements.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

EVIDENCE GUIDE**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:

- analysis of responses to case studies and scenarios
- assessment of written reports
- demonstration of techniques in providing feedback and coaching
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of work plans, performance indicators, risk analysis, performance management and review processes, performance improvement and development plans.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other management units.

Range Statement**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.

Performance standards mean:

- level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively

Code of Conduct means:

- agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers

Performance indicators mean:

- measures against which performance outcomes are gauged

RANGE STATEMENT	
<i>Risk analysis</i> means:	determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
<i>Performance management</i> means:	- in accordance with relevant industrial agreements - process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
<i>Excellence in performance</i> means:	regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
<i>Termination</i> means:	cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT515A Manage operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who manage the work of others and operate within the parameters of a broader strategic and/or business plan. The task of the manager at this level is to develop and implement an operational plan to ensure that the objectives and strategies outlined in the strategic and/or business plan are met by work teams. However in some larger organisations operational plans may be developed by a strategic planning unit. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop operational plan	1.1. Research, analyse and document <i>resource requirements</i> and develop an operational plan in consultation with <i>relevant personnel, colleagues and specialist resource managers</i> 1.2. Develop and/or implement <i>consultation processes</i> as an integral part of the operational planning process 1.3. Ensure details of the operational plan include the development of <i>key performance indicators</i> to measure organisational performance 1.4. Develop and implement <i>contingency plans</i> at appropriate stages of operational planning 1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist

ELEMENT	PERFORMANCE CRITERIA
	advice as required 1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved
2. Plan and manage resource acquisition	2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices 2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures
3. Monitor and review operational performance	3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation 3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5. Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups 3.6. Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to access and use workplace information and to write a succinct and

REQUIRED SKILLS AND KNOWLEDGE

- practical plan
- technology skills to use software to produce and monitor the plan against performance indicators
 - planning and organisational skills
 - coaching skills to work with people with poor performance
 - numeracy skills to allocate and manage financial resources.

Required knowledge

- models and methods for operational plans
- budgeting processes
- alternative approaches to improving resource usage and eliminating resource inefficiencies and waste.

Evidence Guide**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 following is essential:

- development of an operational plan with details of how it will be implemented and monitored
- knowledge of models and methods for operational plans.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

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 and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of budgeting processes
- review of operational plan, key performance

EVIDENCE GUIDE	
	indicators and contingency plans • evaluation of employee recruitment and induction strategies • evaluation of processes implemented to acquire physical resources and services.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

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.	
<i>Resource requirements</i> may include:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
<i>Relevant personnel, colleagues and specialist resource managers</i> may include:	• employees at the same level or more senior managers • managers • occupational health and safety committee/s and other people with specialist responsibilities • supervisors • union or employee representatives
<i>Consultation processes</i> may refer to:	• email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans • mechanisms used to provide feedback to the work team in relation to outcomes of

RANGE STATEMENT	
	- consultation - meetings, interviews, brainstorming sessions
Operational plans may also be termed:	- action plans - annual plans - management plans - tactical plans
Key performance indicators may refer to:	measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
Contingency plans may include:	- contracting out or outsourcing human resources and other functions or tasks - diversification of outcomes - finding cheaper or lower quality raw materials and consumables - increasing sales or production - recycling and re-using - rental, hire purchase or alternative means of procurement of required materials, equipment and stock - restructuring of organisation to reduce labour costs - risk identification, assessment and management processes - seeking further funding - strategies for reducing costs, wastage, stock or consumables - succession planning
Organisation's policies, practices and procedures may include:	- organisational culture - organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources - Standard Operating Procedures - undocumented practices in line with organisational operations
Designated persons/groups may include:	- groups designated in workplace policies and procedures - managers or supervisors whose roles and responsibilities include decision making on operations - other stakeholders such as Board members

RANGE STATEMENT

	• other work groups or teams whose work will be affected by recommendations for variations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT516A Facilitate continuous improvement

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

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

Application of the Unit

This unit applies to managers who take an active role in managing the continuous improvement process in order to achieve the organisation's objectives. Particularly where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development and betterment of the organisation.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

unit of competency.	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

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	1.1. Develop strategies to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative as appropriate 1.2. Establish systems to ensure that the organisation's continuous improvement processes are communicated to all stakeholders 1.3. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes
2. Monitor and adjust performance strategies	2.1. Develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved 2.2. Adjust and communicate strategies to all stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2. Ensure processes include documentation of work team performance to aid the identification of further opportunities for improvement 3.3. Consider areas identified for further improvement when undertaking future planning

Required Skills and Knowledge

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

Required skills

- innovation and lateral thinking skills to design better ways for achieving work outcomes
- leadership skills to gain the confidence and trust of others
- communication skills to communicate opportunities for improvement, and to coach and mentor staff.

Required knowledge

- continuous improvement models
- quality systems.

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 following is essential:

- examples of strategies and approaches to improve work outcomes or organisational functioning
- methods for monitoring performance and customer service
- knowledge of continuous improvement models.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

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:

- analysis of responses to case studies and scenarios
- assessment of written reports
- direct questioning combined with review of

	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative • evaluation of how customer service strategies were communicated to all stakeholders • review of documentation outlining work team performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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.

<i>Strategies</i> may refer to:	• clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward/recognition programs for high performing staff • training and development activities
<i>Systems</i> may refer to:	• forums, meetings • newsletters and reports

	• policies and procedures • web-based communication devices
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
Stakeholders may include:	• business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions/employee groups
Operational progress may refer to:	• customer service indicators • occupational health and safety indicators • productivity gains • success in meeting agreed goals and performance indicators
Documentation of work team performance may include:	• annotated performance plans • quantitative data such as production figures • recommendations for improvement • records and reports

Unit Sector(s)

Management and Leadership - Management

BSBMGT616A Develop and implement strategic plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish the strategic direction of the organisation, and to sustain competitive advantage and enhance competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organisation, and its existing and potential competitors and allies. It also covers implementation of the strategic plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior roles in the organisation, who have responsibility for ensuring that the organisation is positioned to ensure its long term viability and success. The unit covers the requirements for analysing the organisation's present position, and for developing specific actions and initiatives that will be undertaken by people working in various roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Confirm organisational vision and mission	1.1. Check with stakeholders that organisational vision and mission are still held to be current and are supported 1.2. Make any changes or refinements to vision or mission statement as required 1.3. Review or develop organisational values to support the vision and mission statement 1.4. Gain support for strategic planning process from all relevant stakeholders
2. Analyse the internal and external environment	2.1. Determine information requirements and undertake or commission research to deliver relevant information 2.2. Analyse political, economic, social, and technological developments in a global context 2.3. Seek advice from appropriate experts wherever necessary 2.4. Identify and consider strengths and weaknesses of

ELEMENT	PERFORMANCE CRITERIA
	existing and potential competitors and allies 2.5. Analyse organisation's strengths, weaknesses, opportunities and threats 2.6. Consider co-operative ventures that are supported by risk and cost-benefit analyses, are consistent with the organisational vision, mission and values, and provide for <i>due diligence</i> 2.7. Check that analysis of internal and external environment is consistent with the perspectives of other informed people
3. Write strategic plan	3.1. Document relevant research and background for inclusion in the strategic plan 3.2. Formulate strategic objectives and strategies needed for the future 3.3. Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators 3.4. Circulate strategic plan for comment, support and endorsement
4. Implement strategic plan	4.1. Communicate strategic plan to all relevant parties 4.2. Brief people with a specific role in relation to strategies 4.3. Use performance indicators to monitor progress in implementing plan 4.4. Make necessary refinements to plan 4.5. Evaluate achievement of objectives at agreed milestones 4.6. Review effectiveness of plan and consider methods for improving strategic planning processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to undertake value chain analysis, to review strengths and weaknesses, and to collate and interpret statistical data including trend analysis

REQUIRED SKILLS AND KNOWLEDGE

- financial skills to consider resource implications of proposed strategies
- research skills to ensure accurate, up-to-date information is available for the environmental analysis
- risk management skills to plan and undertake appropriate due diligence.

Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT)
- competitor knowledge
- codes and by-laws relevant to the organisation's operations.

Evidence Guide**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 following is essential:

- thorough analysis of the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment
- strategic plan which includes objectives, strategies, timeframes, performance indicators and methods for monitoring the implementation of the plan
- knowledge of relevant legislation.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

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

EVIDENCE GUIDE

	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of strategic planning methodologies • review of documentation outlining strengths and weaknesses of existing and potential competitors and allies • review of strategies and their assigned priority, timeframe, responsible parties and performance indicators.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement**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.

Stakeholders may include:

- Board
- customers
- employees
- government agencies
- owners
- shareholders
- technical advisers

Research may include:

- commissioned research
- demographics
- economics
- internal research
- market segmentation

RANGE STATEMENT	
	• political • product • social • technological
Global context means:	• examination on a world-wide basis of factors which may impact on the long-term strategic direction of the business
Due diligence means:	• process by which an investor, lawyer, auditor, or other qualified person, verifies the accuracy of data provided by another organisation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMGT617A Develop and implement a business plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers. Business plans are critical tools for business growth and development. They will vary depending on the needs of the organisation. This unit covers the typical elements of a business plan and the standard approaches to be used in implementing a business plan. The business plan should be supported by a strategic plan, and may also be supported by a marketing plan and cash flow forecasts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop business plan	1.1. Review and evaluate pre-existing <i>strategic, business and operational plan</i> , if available 1.2. Analyse and interpret business vision, mission, values and objectives 1.3. Consult with <i>key stakeholders</i> 1.4. Review market requirements for the product or service, profile customer needs and research pricing options 1.5. Develop <i>performance objectives and measures</i> through consultation with key stakeholders 1.6. Identify financial, human and physical resource requirements for the business 1.7. Consider any permits or licences that may be required for new activity 1.8. Write <i>business plan</i>

ELEMENT	PERFORMANCE CRITERIA
2. Monitor performance	2.1. Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes 2.2. Ensure skilled labour is available to implement plan 2.3. Test performance measurement systems and refine, if necessary 2.4. Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance 2.5. Report system failures, product failures and variances to the business plan as they occur
3. Respond to performance data	3.1. Analyse performance reports against planned objectives 3.2. Review performance indicators and refine if necessary 3.3. Ensure groups and individuals contributing to under-performance are coached, and provide training where appropriate 3.4. Review system processes and work methods regularly as part of continuous improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical and research skills to review the market, to research competitors and to review pricing structures
- coaching and communication skills to remediate any under-performance in the work group or individuals
- planning and organising skills to sequence activities and to develop a logical structure.

Required knowledge

- performance measurement approaches and benchmarking
- options for developing business plans.

Evidence Guide

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 following is essential:

- analysis of the strengths and weaknesses of a range of business plans
- implementation of a business plan including evaluation of performance against documented indicators in key results areas
- knowledge of performance measurement approaches and benchmarking.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

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:

- assessment of written reports/examples of business plans and their outcomes
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of options for developing business plans
- review of development of performance objectives and measures
- review of how business plan was communicated to all relevant parties.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other units from the Advanced Diploma of Management.

Range Statement

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.

<i>Strategic, business and operational plan</i> may include:	• previously formulated: • action plan • business goals • competitor analysis • financing arrangements or financial targets • management arrangements and/or personnel requirements • marketing approaches • product or service research or analysis
<i>Key stakeholders</i> may include:	• business partners or financiers • customers • shareholders • staff • technical experts or advisers
<i>Performance objectives and measures</i> may relate to:	• efficiency measures • input measures such as staff time or dollars allocated • outcomes measures • qualitative indicators such as feedback from customers, effect on the wider market or competitors, staff reports • quantitative indicators, such as numbers produced and sold, turnover, customer satisfaction ranking, lower staff turnover
<i>Business plan</i> includes:	• description of the business • business products and services • marketing activity • financial indicators • productivity and performance targets for key result areas such as: • community awareness or branding • environmental impact

RANGE STATEMENT	
	• governance or management • quality • sales • triple bottom line • workforce
<i>Coaching</i> refers to:	• informal on-the-job and off-the-job advice and training to improve performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1. Identify and assess <i>promotional activities</i> to ensure compatibility with <i>organisational requirements</i> 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with <i>designated individuals and groups</i> 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure <i>personnel and resources</i> to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree <i>roles and responsibilities</i> for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use <i>networks</i> to assist in the implementation of promotional activities
3. Review and report on	3.1. Analyse audience feedback and data to determine

ELEMENT	PERFORMANCE CRITERIA
promotional activities	the impact of the promotional activity on the delivery of products and services 3.2. Assess effectiveness of planning processes to identify possible improvements in future activities 3.3. Collect feedback and provide to personnel and agencies involved in promotional activity 3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

Evidence Guide

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 following is essential: • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
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 and third party workplace reports of on-the-job performance by the candidate • review of action plans developed for products and services being promoted • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing, sales or public relations units.

Range Statement

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.

Promotional activities may include:

- advertisements
- client functions
- employee functions
- media announcements
- product launches
- web pages

Organisational requirements may include:

- access and equity principles and practices
- confidentiality and security requirements
- defined resource parameters
- ethical standards
- filing and documentation storage processes
- goals, objectives, plans, systems and processes
- legal and organisational policies, guidelines and requirements
- OHS policies, procedures and programs
- payment and delivery options
- pricing and discount policies
- quality and continuous improvement processes and standards
- quality assurance and/or procedures manuals
- replacement and refund policy and procedures
- who is responsible for products or services

Designated individuals and groups may include:

- colleagues
- committees
- customers
- external organisations
- line management
- supervisor

Personnel and resources may include:

- management
- marketing funds
- organisational personnel
- promotional products

RANGE STATEMENT	
	• samples • technology • time • venue
Roles and responsibilities may include:	• Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Networks may include:	• company • customer • internal • media and promotional • professional • social
Feedback may include:	• customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

BSBMKG501B Identify and evaluate marketing opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing the characteristics of possible markets and assessing the viability of changes to operations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior marketing management roles who, together with a marketing team, identify, investigate and evaluate marketing opportunities to determine whether they meet organisational and marketing objectives. Based on this evaluation, changes to current business operations can be determined to take advantage of marketing opportunities. Adjusting the marketing mix in the light of new marketing opportunities is covered in BSBMKG502B Establish and adjust the marketing mix.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify marketing opportunities	1.1. Analyse information on market and business needs to identify marketing opportunities 1.2. Research potential new markets and assess opportunities to enter, shape or influence the market in terms of likely contribution to the business 1.3. Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities
2. Investigate marketing opportunities	2.1. Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities 2.2. Evaluate each opportunity to determine its impact on current business and customer base 2.3. Use an assessment of external factors, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity

ELEMENT	PERFORMANCE CRITERIA
	2.4. Determine probable return on investment and potential competitors 2.5. Describe and rank marketing opportunities in terms of their viability and likely contribution to the business
3. Evaluate required changes to current operations	3.1. Identify and document changes needed to current operations to take advantage of viable marketing opportunities 3.2. Ensure organisational changes to service an increased or different customer base include provision for continued quality of service to existing customers 3.3. Estimate resource requirements for changed operations 3.4. Determine and communicate viability of making changes to current operations to key stakeholders 3.5. Document newly identified marketing opportunities and required changes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements
- numeracy skills to calculate and evaluate financial information on new marketing options
- research and evaluation skills to gain information on and interpret market trends to identify marketing opportunities.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and the principles of equal opportunity, equity

REQUIRED SKILLS AND KNOWLEDGE

- and diversity
- ethical principles
- marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice; and the Australian E-commerce Best Practice Model
- privacy laws
- Trade Practices Act
- organisational marketing plan, structure, products and services
- principles of marketing and the marketing mix
- statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

Evidence Guide**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 following is essential:

- identifying and evaluating marketing opportunities to determine whether they will meet organisational objectives
- documenting how current business operations will need to be modified and what resources will be required to take advantage of newly identified and evaluated opportunities.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources
- access to organisational strategic and marketing plans.

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:

- analysis of responses to case studies

EVIDENCE GUIDE	
	• assessment of written reports on identified marketing opportunities and evaluation activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on opportunity identification, evaluation and required resources to capitalise on new marketing opportunities • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG502B Establish and adjust the marketing mix • international business units • other marketing units.

Range Statement

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.	
<i>Information on market and business needs</i> may include:	• comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability

RANGE STATEMENT	
	• sales figures
Marketing may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
New markets may include:	• e-commerce • export markets • segments of the market not currently penetrated
Contribution to the business may include:	• effect on sales volume • growth • market share • profitability
Evaluation may include:	• investigation of: • knockout factors • present value analysis • return on investment • scored criteria • weighted criteria
External factors may include:	• codes of practice • policies and guidelines • regulations • relevant legislation
Resource requirements may include:	• additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
Key stakeholders may include:	• Board of directors • finance staff • human resources staff • managers • marketing personnel

RANGE STATEMENT

	• owners • production staff • supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

BSBMKG608A Develop organisational marketing objectives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct a strategic analysis to develop organisational marketing objectives. This involves reviewing the organisation's internal and external environments, evaluating past and current marketing performance, and exploring and evaluating new marketing opportunities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior marketing professionals who are responsible for providing strategic direction to the marketing function of an organisation. Their responsibilities include analysing information on the internal and external business and marketing environment; examining current marketing performance; identifying new marketing opportunities arising from emerging trends; and devising strategies to achieve overall business objectives. Individuals operating at this level will generally conduct these activities using information gathered by people working under their direct and indirect supervision at lower levels of the organisation. This unit should be assessed either before or in conjunction with BSBMKG609A Develop a marketing plan, which covers the skills and knowledge to devise specific marketing strategies and tactics arising from formulation of marketing objectives.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify strategic direction	1.1. Confirm organisation's mission, vision, purpose and values from current organisational materials or from owners, directors or senior management 1.2. Analyse <i>strategic organisational documents</i> to identify organisational directions and targets 1.3. Complete a <i>situational analysis</i> that identifies factors impacting on the direction and performance of the business 1.4. Identify <i>legal and ethical requirements</i> for the

ELEMENT	PERFORMANCE CRITERIA
	organisation 1.5.Document and confirm the strategic direction of the organisation with owners, directors or senior management, and identify its impact on marketing activities
2. Review marketing performance	2.1.Evaluate the effectiveness of previous marketing and positioning strategies to identify lessons learned 2.2.Analyse current key products or services and major markets for strengths, weaknesses, opportunities and threats 2.3.Evaluate previous marketing opportunities captured by the organisation, and examine and document their profitability 2.4.Evaluate marketing performance against previous objectives, targets to identify critical success factors, and areas for improvement
3. Scope marketing opportunities	3.1.Identify and analyse marketing opportunities in terms of their viability and likely contribution to the business 3.2.Use an assessment of external factors, costs, benefits, risks and opportunities to determine the scope of each marketing opportunity 3.3.Analyse opportunities in terms of their likely fit with organisational goals and capabilities 3.4.Evaluate each opportunity to determine its likely impact on current business and customer base
4. Formulate marketing objectives	4.1.Develop objectives in consultation with key internal stakeholders that are attainable and measurable, and that identify the nature and extent of what is to be achieved 4.2.Ensure objectives are consistent with the forecast needs of the business and the market 4.3.Ensure objectives are compatible with the organisation's projected capabilities, resources and financial position 4.4.Ensure objectives are compatible with the organisation's direction and purpose, and meet legal and ethical requirements 4.5.Formulate long term strategic objectives and related key performance indicators by product or service, market segment and overall 4.6.Develop a risk management strategy to identify risks

ELEMENT	PERFORMANCE CRITERIA
	and manage contingencies, and to ensure that marketing objectives are met in accordance with overall organisational requirements 4.7.Document marketing objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to question, clarify and report
- information management skills to extract relevant details when conducting strategic analysis
- literacy skills to write in a range of styles for different audiences, and to interpret legal requirements and strategic organisational documents
- numeracy skills to analyse marketing performance data.

Required knowledge

- financial management techniques
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - Australian E-commerce Best Practice Model
 - Australian Government Policy Framework for Consumer Protection in Electronic Commerce
 - confidentiality requirements
 - copyright laws
 - defamation laws
 - Free TV Australia Commercial Television Industry Code of Practice
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - privacy laws
 - sweepstakes regulations
 - Trade Practices Act
- organisational structure, policies, procedures, products or services and overall

REQUIRED SKILLS AND KNOWLEDGE

- strategic plans
- principles and concepts of marketing and evaluation methodologies
- strategic, operational and tactical analysis techniques.

Evidence Guide**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 following is essential:

- developing marketing objectives for an organisation including:
 - undertaking strategic analysis reviewing current marketing performance
 - formulating short and long term marketing objectives
- developing a marketing risk management strategy.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources
- access to examples of previous strategic and marketing strategic, analyses and plans.

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:

- analysis of responses to case studies and scenarios
- assessment of written reports on strategic analysis conducted and formulated objectives
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of presentations on marketing performance and objectives
- oral or written questioning
- review of authenticated documents from the

EVIDENCE GUIDE	
	workplace or training environment review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBMKG609A Develop a marketing plan - other marketing units.

Range Statement

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.	
<i>Strategic organisational documents</i> may include:	- annual reports - codes of practice - company policy - customer service charter - security and privacy policies - strategic marketing plans - strategic plans
<i>Situational analysis</i> may include:	- collaborators analysis - competitive analysis - environmental analysis - market analysis - market measurements - productivity or profitability analysis
<i>Legal and ethical requirements</i> may include:	- codes of practice - cultural expectations and influences - environmental issues - ethical principles - health and safety of workplace personnel - legislation

RANGE STATEMENT	
	• policies and guidelines • regulations • security and privacy issues • social responsibilities • societal expectations
Evaluating marketing performance may include:	• comparative analysis • competitive analysis • life cycle models • product portfolio analysis • strengths, weaknesses, opportunities, threats (SWOT) analysis • value chain analysis
Key internal stakeholders may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBMKG609A Develop a marketing plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research, develop and present a marketing plan for an organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior marketing positions who are responsible for formulating a marketing plan by developing specific marketing strategies and tactics in accordance with the organisation's overall marketing objectives. Individuals operating at this level may receive input from people working under their supervision who collect information required to devise specific marketing strategies and tactics. This unit builds on BSBMKG608A Develop organisational marketing objectives, which covers the skills and knowledge required to conduct a strategic analysis to formulate organisational marketing objectives.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Devise marketing strategies	1.1. Evaluate <i>marketing opportunity options</i> that address organisational objectives, and evaluate their risks and returns in the selection process 1.2. Develop <i>marketing strategies</i> that address strengths and opportunities within the organisation's projected capabilities and resources 1.3. Develop strategies which increase resources or organisational expertise where gaps exist between current capability and marketing objectives 1.4. Develop feasible marketing strategies and communicate reasons that justifies their selection 1.5. Ensure strategies align with organisation's strategic direction 1.6. Develop a <i>marketing performance review strategy</i>,

ELEMENT	PERFORMANCE CRITERIA
	incorporating appropriate marketing metrics to review of organisational performance against marketing objectives
2. Plan marketing tactics	2.1. Detail tactics to implement each marketing strategy in terms of scheduling, costing, accountabilities and persons responsible 2.2. Identify coordination and monitoring mechanisms for scheduled activities 2.3. Ensure tactics are achievable within organisation's projected capabilities and budget 2.4. Ensure tactics meet legal and ethical requirements 2.5. Ensure tactics provide for ongoing review of performance against objectives and budgets, and allow marketing targets to be adjusted if necessary
3. Prepare and present a marketing plan	3.1. Ensure marketing plan meets organisational, as well as marketing, objectives and incorporates marketing approaches and a strategic marketing mix 3.2. Ensure marketing plan contains a rationale for objectives and information that supports the choice of strategies and tactics 3.3. Present marketing plan for approval in the required format and timeframe 3.4. Adjust marketing plan in response to feedback from key stakeholders and disseminate for implementation within the required timeframe

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of colleagues and clients
- literacy skills to identify company and product or service information, to interpret strategic reports, to write in a range of styles for different audiences and to interpret legal requirements, company policies and procedures
- numeracy skills to analyse, create and manage budgets for marketing activities

REQUIRED SKILLS AND KNOWLEDGE

- organisational and time management skills to sequence tasks and meet time lines
- presentation and facilitation skills to present a marketing plan.

Required knowledge

- organisational structure, products and services, overall strategic and marketing objectives
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - Australian E-commerce Best Practice Model
 - Australian Government Policy Framework for Consumer Protection in Electronic Commerce
 - confidentiality requirements
 - copyright laws
 - defamation laws
 - Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
 - sweepstakes regulations
 - Trade Practices Act
- industry products and services knowledge.

Evidence Guide**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 following is essential:

- devising, documenting and presenting a marketing plan detailing approaches and the marketing mix to achieve organisational marketing objectives.

EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to strategic plans and marketing objectives.
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: • assessment of written marketing plans outlining marketing strategies and tactics to be used in achieving organisational marketing objectives • demonstration of techniques used to develop marketing strategies in conjunction with relevant persons • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentation of marketing plan to relevant persons • oral or written questioning • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG608A Develop organisational marketing objectives • other marketing units.

Range Statement

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.	
<i>Marketing opportunity options</i>	• cooperative ventures • exports

RANGE STATEMENT	
may include:	• extending, expanding or otherwise changing an existing business • franchising • joint ventures • new businesses • new products or services for existing markets • new products or services for new markets • potential for greater penetration of existing markets with existing products or services • strategic alliances • take-overs
Marketing strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products or services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership or product differentiation within a specialist market segment
Marketing performance review strategy may include:	• comparative analysis • competitive analysis • life cycle models • product portfolio analysis • strengths, weaknesses, opportunities, threats (SWOT) analysis • value chain analysis
Legal and ethical requirements may include:	• codes of practice • cultural expectations and influences • environmental issues • ethical principles • legislation • policies and guidelines • regulations • safety issues • security and privacy issues

RANGE STATEMENT	
	• social responsibilities • societal expectations
Marketing approaches may include:	• differentiated target marketing • direct marketing • direct response marketing • e-business • mass distribution • mass marketing • personal selling • product variety marketing • promotion marketing
Marketing mix may include:	• product or service variables such as: • technical features • design • quality • range • safety features • pricing • promotion • distribution • level of service

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBOHS201A Participate in OHS processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in workplace occupational health and safety (OHS) processes to protect workers own health and safety, and that of others. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who require a fundamental knowledge of OHS to carry out their own work which may be in a defined context under direct supervision or with some individual responsibility. This unit has broad applicability across industries and workplace contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Work safely	1.1. Follow established <i>safety procedures</i> when conducting work 1.2. Carry out pre-start systems and equipment checks in accordance with workplace procedures
2. Implement workplace safety requirements	2.1. Identify <i>designated persons</i> for reporting queries and concerns about safety in the workplace 2.2. Identify existing and potential <i>hazards</i> in the workplace, report them to designated persons and record them in accordance with workplace procedures 2.3. Identify and implement workplace procedures and work instructions for controlling risks 2.4. Report <i>emergency incidents</i> and injuries to designated persons
3. Participate in OHS consultative processes	3.1. Contribute to workplace meetings, inspections or other consultative activities 3.2. Raise OHS issues with designated persons in accordance with organisational procedures 3.3. Take actions to eliminate workplace hazards or to reduce <i>risks</i>
4. Follow safety procedures	4.1. Identify and report emergency incidents 4.2. Follow organisational procedures for responding to emergency incidents

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to interpret safety signs, symbols and notices
- problem-solving skills to analyse options in an emergency situation.

Required knowledge

- responsibilities of employers and employees under relevant health and safety legislation
- emergency procedures including procedures for fires and accidents
- commonly used hazard signs and safety symbols.

Evidence Guide

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 following is essential:

- accurately following all relevant safety procedures
- identifying and reporting hazards to designated personnel
- knowledge of relevant health and safety legislation
- knowledge of relevant materials, equipment and work processes.

Context of and specific resources for assessment

Assessment must ensure:

- safety processes, hazards and risk are relevant to the area of work

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:

EVIDENCE GUIDE	
	• analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation identifying and reporting emergency incidents
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units related to the work environment

Range Statement

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.	
<i>Safety procedures</i> may include:	• completing required documentation • local, state and federal legislation • Materials Safety Data Sheets (MSDSs) • National Health and Medical Research Council guidelines • following OH&S guidelines relevant to workplace • maintenance and use of cleaning apparatus in a work environment, such as; • disposing of spilled substances, dangerous products, 'sharps' and waste correctly • maintaining stocks of cleaning equipment (eg. disposable gloves, liquid repellent aprons, disinfectant) • sterilising and/or disposing of cleaning equipment • using appropriate cleaning equipment to clean spillages and breakages

RANGE STATEMENT	
	- wearing protective clothing, protective eye wear when in contact with body fluids or chemicals that may splash - using and storing toxic and hazardous materials correctly - keeping workplace clean and tidy - office practice manual - displaying health and safety brochures, magazines and other material - undergoing operator training when using new equipment or processes - special guidelines in a medical setting: - RACGP Code of Practice for the Management of Health Information in General Practice - RACGP Entry Standards for General Practices - RACGP Sterilisation/Disinfection guidelines for General Practice
Designated persons may include:	- designated health and safety officers - health and safety representatives - supervisors - managers - team leaders - other persons authorised or nominated by the enterprise or industry
Hazards may include anything which is a source of:	- potential harm in terms of human injury or ill health - damage to property - damage to the environment - potential harm in terms of human injury or ill health including: - toxic or hazardous materials - hazardous work processes - unsafe work practices - hazardous equipment - unstable personnel - potential harm in a medical setting: - blood - breakage / spillage

RANGE STATEMENT	
	• drug hold-ups • needle sticks • medical emergencies (eg. Falls, bleeding, seizures, fainting, collapses, panic attack, psychosis) • spread of infection • potential sources of infection: • breakages • contaminated waste • patients with colds, flu and other infectious diseases • sharps (eg. needles, scalpel blades) • spillage • used dressings, bandages and equipment • unsterilised/poorly sterilised equipment and work surfaces • unwashed hands
Risk is:	• the chance of something occurring that will result in injury or damage
Emergency incidents may include:	• accidents • emergency situations • fire • flood • sudden illness • incidents • external threats

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

BSBOHS505B Manage hazards in the work environment

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify hazards, and to assess and control risks in the work environment. It focuses on the knowledge, processes and techniques necessary to control specific hazards in the work environment.

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

This unit describes the performance outcomes, skills and knowledge required to identify hazards, and to assess and control risks in the work environment. It focuses on the knowledge, processes and techniques necessary to control specific hazards in the work environment.

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

Application of the Unit

Hazards may include noise, light, radiation, hazardous substances, dangerous goods, dusts and fibres, gravity (falls from heights), thermal environment, ergonomic hazards, manual handling, biological or psychosocial hazards or hazards arising from work organisation.

Where the use of monitoring equipment is appropriate, useful underpinning skills are provided in BSBOHS406B Use equipment to conduct workplace monitoring.

This unit differs from BSBOHS504B Apply principles of OHS risk management, which takes a generic approach to risk management and provides required knowledge and skills.

Hazards may include noise, light, radiation, hazardous substances, dangerous goods, dusts and fibres, gravity (falls from heights), thermal environment, ergonomic hazards, manual handling, biological or psychosocial hazards or hazards arising from work organisation.

Where the use of monitoring equipment is appropriate, useful underpinning skills are provided in BSBOHS406B Use equipment to conduct workplace monitoring.

This unit differs from BSBOHS504B Apply principles of OHS risk management, which takes a generic approach to risk management and provides required knowledge and skills.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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 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

Elements and Performance Criteria

Element	Performance Criteria
1 Access sources of information and data about the work environment to identify hazardous tasks or conditions	1.1 Access external sources of information and data to assist in identifying hazardous tasks or conditions for the selected hazard
	1.2 Review workplace sources of information and data to assist in identification of hazardous tasks or conditions for the selected hazard
	1.3 Use appropriate tools to identify hazardous tasks or conditions for the selected hazard
	1.4 Use appropriate tools to conduct workplace inspections in consultation with stakeholders
	1.5 Seek input from stakeholders, key personnel and OHS specialists if required
2 Analyse the work	2.1 Identify and appropriately use equipment and strategies required for basic workplace

environment to assess risk	measurement and monitoring of the selected hazard
-
2.2	Interpret results of workplace measurements in accordance with recognised standards
2.3	Seek input from stakeholders to clarify and confirm issues related to the selected hazard
2.4	Report results of workplace measurements and interpretations to stakeholders in a format easily understandable by the target group
2.5	Assess risks associated with identified hazards in the work environment in consultation with stakeholders and take into account effectiveness of existing controls
2.6	Identify and prioritise hazardous tasks or conditions requiring control action in consultation with stakeholders, taking account of recognised standards
2.7	Establish and update risk register as appropriate
-
3	Control risk associated with hazard	3.1	Seek information and data from external sources on control options for the specific hazard
		3.2	Seek information and data from stakeholders and key personnel on control options for the specific hazard
		3.3	Develop and advise a range of control options, in consultation with stakeholders and key personnel, by applying the hierarchy of control , noting that personal protective equipment (PPE) is regarded as the least satisfactory control measure
		3.4	Identify factors with a potential to impact on the effectiveness of controls
		3.5	Develop control strategy for the selected hazard in consultation with stakeholders
		3.6	Communicate outcomes of hazard identification, workplace monitoring and analysis, and the resultant control strategy to stakeholders and key personnel for action as appropriate
-
4	Monitor and review	4.1	Regularly review effectiveness of control strategy

effectiveness of control strategy	4.2 Determine frequency, method and scope of review in consultation with workplace stakeholders and in accordance with workplace procedures
	4.3 Seek input from stakeholders to review
	4.4 Identify areas for improvement in the control of the selected hazard and make recommendations for improvement
5 Apply professional practice	5.1 Manage collection of information and data, reporting of outcomes and maintenance of records in an ethical manner
	5.2 Identify situations where OHS specialists may be required

Required Skills and Knowledge

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

Required skills

analytical skills to:

identify areas for hazard control

analyse relevant workplace information and data

contribute to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources

attention to detail when making observations and recording outcomes

research skills to access relevant OHS information and data

numeracy skills to carry out simple arithmetical calculations (e.g. % change), and to produce graphs of workplace information and data to identify trends and recognise limitations

Required knowledge

technological skills to use basic measuring equipment including reading scales and dials applicable to selected hazards

communication skills to:

conduct effective formal and informal meetings and to communicate effectively with personnel at all levels of the organization, OHS specialists and, as required, emergency services personnel

prepare reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors

use language and literacy skills appropriate to the workgroup and the task

consultation and negotiation skills to develop plans, and to implement and monitor designated actions

project management skills to achieve change in OHS matters

organisational skills to manage own tasks within a timeframe

information technology skills to access and enter internal and external information and data on OHS and to use a range of communication media.

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 following is essential:

hazard identification, analysis of the work environment and participation in the development of risk control for selected hazard types

knowledge of relevant OHS legislation (acts, regulations, codes of practice, associated standards and guidance material).

Context of and specific resources for assessment

Assessment must ensure:

reports from other parties consulted in identifying hazards and conducting risk assessments.

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:

analysis of responses to case studies and scenarios

assessment of written reports on the effectiveness of the hazard identification, risk assessment, control and management actions taken

demonstration of techniques used to identify hazards; assess associated risks; control, monitor and evaluate risks

direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate

observation of performance in role plays

observation of presentations

oral or written questioning to assess knowledge of characteristics, mode of action and units of measurement of major hazard types

review of control strategies developed for the selected hazard

assessment of reports to stakeholders about the results of workplace measurements and interpretations.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

other OHS units.

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.

External sources of information and data may include:

Australian Safety and Compensation Council
databases with national and state injury data
such as National Industrial Chemicals
Notification and Assessment Scheme
(NICNAS)
employer groups
industry bodies
journals and websites
legislation, codes of practice and standards
manufacturers' manual and specifications
OHS regulatory authorities
OHS specialists
unions

Hazards may include:

source or a situation with a potential for
harm in terms of:
injury
ill health
damage to property
damage to the environment
a combination of the above

Workplace sources of information and data may include:

employees
hazard, incident and investigation reports
material safety data sheets (MSDSs)
minutes of meetings
OHS representatives
reports and audits
workplace inspections

Appropriate tools may include:

checklists produced as part of codes of
practice
notes or drawings
photographs
tools developed for a specific work
environment, situation or hazard
tools provided by external sources or

	advisors
Stakeholders may include:	employees health and safety, and other employee representatives managers OHS committees supervisors
Key personnel may include:	managers in related areas people involved in OHS decision making or who are or affected by OHS decisions
OHS specialists may include:	engineers ergonomists occupational hygienists organisational psychologists toxicologists workplace injury and return to work advisors
Equipment may include basic instrumentation such as:	goniometer humidity measuring devices light meters simple gas sampling devices sound level meters temperature measuring devices
Strategies may include:	focus groups interviews questionnaires
Recognised standards may include:	codes of practice exposure standards guidance notes national and industry standards OHS regulations
Risks may include:	the chance of something happening that will result in injury or damage which are measured in terms of consequences (injury or

Risk register may include:

damage) and likelihood of the consequence

list of:

hazards

location of hazards

people exposed to the hazards

possible control measures and dates for implementation

range of possible scenarios or circumstances under which these hazards may cause injury or damage

results of the risk assessment

Hierarchy of control may include:

eliminating hazards

and where this is not practicable, minimising risk by:

substitution

isolating the hazard from personnel

using engineering controls

using administrative controls (e.g. procedures, training)

using PPE

Personal protective equipment is equipment designed to be worn by a person to provide protection from hazards, and may include:

clothing and footwear

face and eye protection

hand protection

head protection

hearing protection

respiratory protection

Factors with a potential to impact on effectiveness of controls may include:

cultural diversity

geographic location

hierarchical structure

language

literacy and numeracy levels

shift work and rostering arrangements

size of organisation

	training required
	workplace culture related to OHS including commitment by managers and supervisors and compliance with procedures and training
	workplace organisational structures (size of organisation, geographic, hierarchical)
Ethical manner may include:	commercial-in-confidence information and data as appropriate
	confidentiality
	own currency of knowledge
	privacy as appropriate

Unit Sector(s)

empty

empt

Competency field

Regulation, Licensing and Risk - Occupational Health and Safety

Regulation, Licensing and Risk - Occupational Health and Safety

BSBPMG510A Manage projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a straightforward project or a section of a larger project. This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The unit focuses on the application of project management skills and the requirement to meet time lines, quality standards, budgetary limits and other requirements set for the project. The unit does not apply to specialist project managers. For specialist project managers, the units of competency in the Project Management competency field will be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Define project	1.1. Access <i>project scope and other relevant documentation</i> 1.2. Define project <i>stakeholders</i> 1.3. Seek clarification from <i>delegating authority</i> of any issues related to project and <i>project parameters</i> 1.4. Identify limits of own responsibility and reporting requirements 1.5. Clarify relationship of project to other projects and to the organisation's objectives 1.6. Determine and access available resources to undertake project
2. Develop project plan	2.1. Develop <i>project plan</i> including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters 2.2. Identify and access appropriate <i>project management tools</i>

ELEMENT	PERFORMANCE CRITERIA
	2.3. Formulate risk management plan for project, including occupational health and safety (OHS) 2.4. Develop and approve project budget 2.5. Consult team members and take their views into account in planning the project 2.6. Finalise project plan and gain any necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1. Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2. Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3. Establish and maintain required record keeping systems throughout the project 3.4. Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality 3.5. Complete and forward project reports as required to stakeholders 3.6. Undertake risk management as required to ensure project outcomes are met 3.7. Achieve project deliverables
4. Finalise project	4.1. Complete financial record keeping associated with project and check for accuracy 4.2. Assign staff involved in project to new roles or reassign to previous roles 4.3. Complete project documentation and obtain any necessary sign offs for concluding project
5. Review project	5.1. Review project outcomes and processes against the project scope and plan 5.2. Involve team members in the project review 5.3. Document lessons learnt from the project and report within the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and negotiation skills to work with team members and other stakeholders to maintain project schedules
- literacy skills to read, write and review a range of documentation
- planning and organising skills to develop, monitor and maintain implementation schedules
- numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Required knowledge

- relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - OHS
- organisational structure, and lines of authority and communication within the organisation
- how the project relates to organisation's overall mission, goals, objectives and operations.

Evidence Guide

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

Evidence of the following is essential:

EVIDENCE GUIDE	
competency in this unit	• development of a project plan • details of monitoring arrangement/s and evaluation of the project plan's efficacy to address time lines and budgets of project • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace project 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 and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of how the project relates to the organisation's overall mission, goals, objectives and operations • review of project risk management plan and project plan • evaluation of project reports forwarded to stakeholders • analysis of documentation reviewing project outcomes and processes against the project scope and plan • evaluation of documentation outlining lessons learnt from the project.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other project management units.

Range Statement

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

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Project scope and other relevant documentation</i> may include:	• contract or other agreement • project brief • project plan or summary • other documents outlining expected outcomes of the project, inclusions and exclusions from project, timeframes for project, quality standards for project, project resources
<i>Stakeholders</i> may include:	• clients or customers (internal and external) • funding bodies • management, employees and relevant key personnel (internal and external) with special responsibilities • project sponsor
<i>Delegating authority</i> may include:	• customer or client • funding body • manager or management representative • project sponsor
<i>Project parameters</i> may include:	• finances for project • integration of project within organisation • legislative and quality standards • physical, human and technical resources available or required for project • procurement requirements associated with project • reporting requirements • risks associated with project, including OHS • scope of project • time lines
<i>Project management tools</i> may include:	• cost schedule control system • Critical Path Method • Gantt and bar charts • life cycle cost analysis • logistics support analysis • PERT charts • project management software • spreadsheets • technical resources required for the project, for example OHS management system tools

RANGE STATEMENT	
<i>Support for project team members</i> may include:	• additional physical, human and technical resources (within allocated budget) if and as required • encouragement • feedback • learning and development • regular project team meetings • supervision, mentoring and coaching
<i>Required record keeping systems</i> may include systems for:	• correspondence • financial data including costs, expenditure, income generated, purchases • project outcomes • quality data including any test results • recording of time spent on project and progress in completing project • samples, prototypes, models
<i>Risk management</i> may include:	• changing roles and responsibilities within project team • negotiating an extension of deadline, or redefining completion or quantities or quality of outcomes • outsourcing some aspects of the project • reducing costs • researching and applying more efficient methods for completing project tasks • seeking further resources to meet deadline • sharing of ideas to gain improvements to work undertaken within the project
<i>Necessary sign offs</i> may be required by:	• clients, customers • funding body • management • project sponsor

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBPUR401B Plan purchasing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare invitations to offer, identify suppliers, issue invitations to offer, and prepare purchase recommendations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to prepare for complex purchasing agreements up to and including the point at which the organisation selects, without prejudice, a supplier. This is done with strict adherence to legal requirements and the organisation's purchasing strategies, and traditionally by a purchasing officer working under supervision of a purchasing manager or in consultation with senior management. The purchasing role addressed in this unit involves significant risk and/or significant expenditure and detailed legal and documentation arrangements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare invitations to offer	1.1. Obtain specifications for goods and services to be purchased from <i>relevant personnel</i> and clarify as required 1.2. Select <i>purchasing methods</i> most appropriate to particular purchases 1.3. Prepare <i>invitations to offer</i> 1.4. Obtain approval of invitations to offer
2. Identify suppliers	2.1. Review organisation's records for potential suppliers 2.2. Identify sources of supply 2.3. Invite suppliers 2.4. Evaluate sources of supply against requirements of <i>purchasing strategies</i>
3. Issue invitations to	3.1. Distribute invitations to offer

ELEMENT	PERFORMANCE CRITERIA
offer	3.2. Conduct briefings as required 3.3. Clarify issues arising with suppliers in line with purchasing strategies
4. Prepare recommendations to purchase	4.1. Receive offer documents from suppliers 4.2. Assess offer documents against requirements of purchasing strategies 4.3. Seek further information from suppliers as required 4.4. Obtain specialist expertise to assist with evaluation as required 4.5. Evaluate offers against requirements of purchasing strategies 4.6. Prepare shortlists of suppliers that make offers and who meet purchasing criteria 4.7. Select preferred offers 4.8. Make recommendations about preferred offers and seek approval by relevant personnel 4.9. Obtain approval for recommended offers

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to negotiate and liaise with potential suppliers and relevant personnel involved in purchasing planning
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- information technology skills to use software relevant to conducting purchasing planning activity
- information management skills to ensure all aspects of purchasing planning are conducted in sufficient detail
- literacy skills to write tender or quotation documents and written reports containing complex concepts
- organisational and time management skills to sequence tasks and meet timelines.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation

REQUIRED SKILLS AND KNOWLEDGE

from all levels of government that affects business operations, codes of practice and national standards, such as:

- consumer protection legislation
- contract law
- import of goods and services, where relevant
- sale of goods legislation
- Trade Practices Act
- organisational practices, policies and procedures for purchasing
- product knowledge about the goods and services being supplied
- purchasing and procurement principles for:
 - accountability
 - probity and transparency
 - risk management
 - value for money.

Evidence Guide**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 following is essential:

- documents containing preparations to offer
- evaluation of suppliers
- issuing of an invitation to offer
- formation of recommendation to purchase.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- organisation's purchasing strategies and relevant purchasing records.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

EVIDENCE GUIDE	
	are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports documenting the procurement planning process • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of preparation and issuing of invitations to offer • oral or written questioning to assess knowledge • review testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other purchasing units.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• CEO • coordinators • internal users of purchased goods and services • leaders • managers • other persons authorised to commit the organisation to purchases • owner and Board • specialist personnel involved in purchasing, asset maintenance and finance • supervisors
<i>Purchasing methods</i> may	• direct negotiations

RANGE STATEMENT	
include:	• direct purchases using supply agreements • electronic trading • invitation of open or select tenders • written quotations
<i>Invitations to offer</i> may include:	• criteria for selection of suppliers from offers received • delivery schedules • draft contracts and agreements • quality requirements • required supplier capacity • requirements for off-site storage and warehousing • specifications of goods and/or services required
<i>Purchasing strategies</i> may include:	• criteria for evaluating purchasing performance • different policies, procedures and strategies for different dollar values of purchases • limits of authority to approve purchases • methodology for evaluating purchasing performance • organisational and industry codes of conduct and ethics • requirements for fairness and transparency in purchasing • the organisation's documented strategies for things such as: • purchasing • covering policies • procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organisation, partners, alliance members and local and distant suppliers
<i>Clarify issues</i> may include:	• requests for further information about specifications not responded to, misinterpretations of specifications and supplementary/add on products or services
<i>Further information</i> may include:	• requests about specifications not responded to, misinterpretations of specifications and supplementary/add on products or services • supplier briefings and presentations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

BSBPUR402B Negotiate contracts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to negotiate terms of contracts with suppliers, and prepare and finalise contracts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who negotiate and formalise complex purchasing arrangements involving significant risk and/or significant expenditure and detailed legal and documentation arrangements. This unit applies to individuals who negotiate contracts as part of a broad purchasing role but are not specialist legal practitioners. They are typically guided by organisational contract negotiation guidelines and work under minimal supervision of a senior purchasing manager or in consultation with senior management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Negotiate terms of contracts with suppliers	1.1. Offer advice and undertake negotiations without prejudice 1.2. Advise suppliers of the organisation's intent to accept their offers 1.3. Negotiate issues with suppliers 1.4. Determine desired outcomes, negotiation plans and schedules for negotiations 1.5. Undertake negotiations and reach agreements with suppliers in accordance with plans 1.6. Negotiate and document contract requirements to the satisfaction of the organisation and suppliers
2. Prepare contracts	2.1. Draft required contracts using legal expertise if required 2.2. Distribute draft contracts to relevant personnel and suppliers 2.3. Ensure any discrepancies or disagreements are

ELEMENT	PERFORMANCE CRITERIA
	clarified and resolved to the satisfaction of all parties 2.4. Ensure checks of the legality and validity of draft contracts are made 2.5. Obtain approvals to sign contracts
3. Finalise contracts	3.1. Ensure contracts are signed and exchanged between the organisation and suppliers 3.2. Ensure contracts and related documents are stored and safeguarded 3.3. Advise relevant personnel of contract requirements 3.4. Advise unsuccessful suppliers of non-acceptance of offers

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to liaise with suppliers and reach agreement with suppliers on contracts
- literacy skills to draft concepts and write reports containing complex concepts
- technology application skills to use a range of software programs relevant to purchasing and contracting.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
 - consumer protection legislation
 - contract law
 - import of goods and services, where relevant
 - sale of goods legislation
 - Trade Practices Act
- organisational practices, policies and procedures for purchasing
- product knowledge about the goods and services being supplied
- purchasing and procurement principles for:

REQUIRED SKILLS AND KNOWLEDGE

- accountability
- probity and transparency
- risk management
- value for money.

Evidence Guide**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 following is essential:

- documented agreement of terms with suppliers
- drafting and completion of a contract with a supplier for goods and services
- informing of successful and unsuccessful suppliers.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- organisation's purchasing strategies and relevant purchasing records.

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:

- analysis of responses to case studies and scenarios
- assessment of draft and finalised contracts for the supply of goods and services
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of contacting successful and unsuccessful suppliers about the awarding of the contract
- oral or written questioning to assess knowledge

EVIDENCE GUIDE	
	- review testimony from team members, colleagues, supervisors or managers - review of authenticated documents from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other purchasing units.

Range Statement

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.	
<i>Issues</i> may include:	- issues relating to non-compliance with invitation to offer requirements - issues relating to occupational health and safety (OHS) performance standards - issues relating to the form and specific requirements of contract documentation
<i>Contracts</i> may include:	- agreements for one-off or ongoing supply of goods or services - agreements with Australian or overseas individuals, contractors, corporations, individuals and government agencies - electronic or paper-based agreements - memoranda of understanding/agreement
<i>Relevant personnel</i> may include:	- CEO - managers - leaders - coordinators - OHS specialists - supervisors - other persons authorised to commit the

RANGE STATEMENT	
	- organisation to purchases - internal users of purchased goods and services - owner - Board - specialist personnel involved in purchasing, asset maintenance and finance
Checks may include:	- referring the contract to others such as: - external legal representative for organisation - legal officer within organisation - purchasing manager

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

BSBPUR501B Develop, implement and review purchasing strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to develop, implement and evaluate an organisation's purchasing strategies, and implement improvements to those strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who develop strategies detailing the organisation's policies, guidelines and procedures for purchasing. The unit is typically undertaken by a senior purchasing officer or purchasing manager. While they may work closely with other staff members in the organisation, they have individual responsibility and autonomy to develop, communicate and implement organisational purchasing strategies. Individuals undertaking this unit support the work of other employees carrying out purchasing activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine purchasing objectives	1.1. Research and analyse the suitability of industry benchmarks for purchasing for the organisation 1.2. Analyse organisation's purchasing data and information 1.3. Undertake consultations with <i>relevant stakeholders</i> and <i>personnel</i> to inform development of purchasing objectives 1.4. Draft purchasing objectives in line with organisation's goals 1.5. Gain approval from relevant personnel for purchasing objectives
2. Develop purchasing strategies	2.1. Develop <i>purchasing strategies</i> , taking into account <i>legal requirements</i> and purchasing objectives 2.2. Include <i>five rights</i> in purchasing criteria 2.3. Develop human resource, financial and other plans

ELEMENT	PERFORMANCE CRITERIA
	to support implementation of purchasing strategies 2.4. Make changes resulting from feedback from relevant personnel about purchasing plans and strategies 2.5. Gain approval for plans to implement purchasing plans and strategies
3. Implement purchasing strategies	3.1. Communicate purchasing strategies to relevant personnel and stakeholders 3.2. Access resources needed to implement purchasing strategies 3.3. Provide support to implement purchasing strategies 3.4. Monitor implementation of purchasing strategies by the organisation 3.5. Identify and address problems and issues arising during implementation of purchasing strategies 3.6. Provide reports to relevant personnel and stakeholders on the implementation of purchasing strategies
4. Evaluate purchasing strategies and implement improvements	4.1. Review implementation of purchasing strategies 4.2. Identify improvements to purchasing strategies from review process 4.3. Gain approval to implement improvements to purchasing strategies 4.4. Communicate improvements to relevant stakeholders and provide support to implement improvements 4.5. Monitor and review implementation of improvements to determine their effectiveness

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to liaise with suppliers and relevant stakeholders and negotiate agreement appropriate purchasing strategies

REQUIRED SKILLS AND KNOWLEDGE

- literacy skills to write purchasing policies and procedures and reports containing complex concepts
- financial management skills to create and manage a budget framework for conducting purchasing activities
- technology skills to operate software relating to online purchasing.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
 - consumer protection legislation
 - contract law
 - import of goods and services, where relevant
 - sale of goods legislation
 - Trade Practices Act
- information about industry benchmarks for purchasing, including information from:
 - peak bodies and industry associations
- Australian Standards organisation policies and procedures related to:
 - business terms and conditions for purchasing, tendering and contracting
 - contracting and tendering
 - ethical behaviour
 - purchasing
- product knowledge related to goods and services required by the organisation
- range of software programs used in online purchasing.

Evidence Guide**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 following is essential:

- development of purchasing objectives and strategies for an organisation
- implementation of those purchasing strategies in an

EVIDENCE GUIDE	
	organisation evaluation and implementation of improvements to purchasing strategies in an organisation.
Context of and specific resources for assessment	Assessment must ensure: - access to an actual workplace or simulated environment - access to office equipment and resources - organisation's purchasing strategies and relevant purchasing records.
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: - analysis of responses to case studies and scenarios - assessment of documented purchasing objectives and strategies - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - oral or written questioning to assess knowledge - review testimony from team members, colleagues, supervisors or managers - review of authenticated documents from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other purchasing units.

Range Statement

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.

RANGE STATEMENT	
<i>Relevant stakeholders</i> may include:	• clients • contractors • customers • suppliers • tenderers
<i>Personnel</i> may include:	• Board members • CEOs • coordinators • internal users of purchased goods and services • leaders • managers • owners • relevant staff in other work sections • staff in own work section, team members and colleagues • supervisors
<i>Purchasing strategies</i> may include:	• criteria for evaluating purchasing performance • different policies, procedures and strategies for different dollar values of purchases • key performance indicators for purchasing • limits of authority to approve purchases • methodology for evaluating purchasing performance • organisational and industry codes of conduct and ethics • policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organisation, partners, alliance members and local and distant suppliers • requirements for fairness and transparency in purchasing
<i>Legal requirements</i> may include issues in relation to:	• access and equity • accreditation, licence, patent and copyright • codes of practice • data collection, storage and retrieval • ethical conduct and governance • industrial relations • insurance • occupational health and safety • operation, maintenance and service of tools,

RANGE STATEMENT	
	- equipment, plant and machinery • planning • privacy and confidentiality • professional development • standards (Australian and international) • warranties
The five rights are:	• right supplier: • demonstrable expertise and experience • due diligence requirements • ethical conduct requirements • evidence of past legal compliance • requirements to use organisations linked by ownership, partnership, alliance or other arrangements • right price: • cost/price analysis • value-for-money • right quantity: • supply guarantees • right quality: • confidentiality and probity requirements • key performance indicators • measures to manage risk • quality accreditation • right time: • supply guarantees
Resources may include human, physical and other resources such as:	• documentation required for purchasing, such as proformas, order forms, standard tender documentation and basic standard contracts • software systems for inventory management or online purchasing • staff to undertake or assist with purchasing
Support may include:	• information sessions and briefings • training programs • written information including procedures and internet or intranet-based information

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

BSBREL402A Build client relationships and business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Initiate interpersonal communication with clients	1.1. Identify and use <i>preferred client communication styles and methods</i> 1.2. Establish rapport with clients using <i>verbal</i> and <i>non-verbal communication</i> processes 1.3. Investigate and act upon opportunities to offer positive feedback to clients 1.4. Use open questions to promote two-way communication 1.5. Identify and act upon potential <i>barriers to effective communication</i> with clients 1.6. Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1. Develop client loyalty objectives focussing on the development of long term business partnerships 2.2. Assess client profile information to determine approach 2.3. Develop <i>client loyalty strategies</i> to attract and retain

ELEMENT	PERFORMANCE CRITERIA
	clients in accordance with the business strategy 2.4. Identify and apply <i>client care and client service standards</i>
3. Maintain and improve ongoing relationships with clients	3.1. Develop <i>strategies to obtain ongoing feedback</i> from clients to monitor satisfaction levels 3.2. Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3. Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1. Allocate time to establish and maintain business contacts 4.2. Participate in <i>business associations</i> and/or <i>professional development activities</i> to establish and maintain a <i>network</i> of support for the business and to enhance personal knowledge of the market 4.3. Establish communication channels to exchange <i>information and ideas</i> 4.4. Provide, seek and verify information to the network

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport, and to build and maintain relationships with clients.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
 - anti-discrimination legislation
 - consumer laws including appropriate state/territory legislation

REQUIRED SKILLS AND KNOWLEDGE

- ethical principles
- marketing code of practice
- privacy laws
- Trade Practices Act
- marketing communications concepts and processes
- principles and techniques for effective communication and networking
- sources of business related networks.

Evidence Guide**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 following is essential:

- establishing and maintaining relationships with a range of clients related to the candidate's business
- participating in and providing, an active contribution to a business related network.

Context of and specific resources for assessment

Assessment must ensure:

- access to office equipment and resources.

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:

- assessment of written reports or journals on client relationship activities
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of the candidate communicating with clients
- observation of presentations made to business networks
- oral or written questioning to assess knowledge and understanding

EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other relationship management units • marketing units.

Range Statement

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.	
<i>Preferred client communication styles and methods</i> may include:	• email • face-to-face • mail • phone
<i>Verbal communication</i> may include:	• articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills • voice modulation • voice projection
<i>Non-verbal communication</i> may include:	• active listening • body language • body orientation • clothing • colour • distance

RANGE STATEMENT	
	• facial expression • grooming • gestures • music • posture • sound • touching • voice
<i>Barriers to effective communication</i> may include:	• acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
<i>Client loyalty strategies</i> include:	• access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular recontact with best clients • thank you gifts and promotions
<i>Client care and client service</i>	• accuracy of billing

RANGE STATEMENT	
<i>standards</i> may include:	• accuracy of product/service descriptions, specifications in marketing communications • complaint resolution times • incidences of stock outs and back orders • on-hold times • order delivery standards such as: • whether right product or service was delivered • delivered to right person or address • delivered on time • politeness, helpfulness and grooming of delivery staff • delivery vehicles parked properly • cleanliness of delivery vehicles • shipment tracking services • telephone answering times and responses
<i>Strategies to obtain ongoing feedback</i> may include:	• including 'comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
<i>Business associations</i> may include:	• chambers of commerce • industry associations • institutes • professional bodies • societies
<i>Professional development activities</i> may include:	• demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings

RANGE STATEMENT	
	• trade shows
Networks may include:	• business • formal • groups • individuals • informal • organisations • personal
Information and ideas may include:	• changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

BSBREL701A Develop and cultivate collaborative partnerships and relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders to promote and advance learning programs. The unit also covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers working in either an educational organisation or a non educational enterprise where learning is used to build capabilities. It includes forming partnerships or other collaborative arrangements to achieve improved learner, community, career, or work outcomes. Educational leaders gain the respect of colleagues, contacts, clients and the community through demonstrating professionalism in all aspects of their work; this professionalism is underpinned by their educational expertise and effective interpersonal and communication skills. In the vocational education and training sector, learning leaders and managers must build partnerships and lead in a collaborative manner to ensure learning has a strategic role in the ever changing context, and in the face of complex influences that affect learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Communicate to influence relevant individuals and stakeholders	1.1. Generate trust, confidence and support from <i>relevant individuals</i>, other <i>stakeholders</i> and <i>potential learners</i> by demonstrating a high standard of personal performance and conduct 1.2. Implement <i>communication strategies</i> to represent the organisation positively to media, local community and stakeholders

ELEMENT	PERFORMANCE CRITERIA
	1.3. Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4. Use a range of <i>influencing strategies</i> to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5. Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1. Establish outcomes to be achieved from a learning <i>partnership</i> 2.2. Analyse models for effective consultation and collaboration within a partnership 2.3. Cultivate <i>collaborative communities</i> and partnerships through application of a range of learning and communication solutions 2.4. Forge relationships, collaborative communities or partnerships between a <i>training and assessment organisation</i> and a <i>public or private sector enterprise</i> 2.5. Consult stakeholders to establish vocational education and training <i>partnership learning programs</i>
3. Establish positive collaborative relationships	3.1. Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2. Establish processes to <i>resolve conflict in a fair, equitable and collaborative manner</i> 3.3. Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed <i>performance standards</i> 3.4. Encourage staff to embrace a learning culture and to undertake activities that develop their personal competence and performance 3.5. Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, <i>diversity</i> and <i>organisational and legal requirements</i> 3.6. Establish <i>indicators</i> and <i>feedback processes</i> that can be used to evaluate the health of the work environment

ELEMENT	PERFORMANCE CRITERIA
4. Lead establishment of a partnership program	4.1. Identify and address relevant organisational policies and procedures in partnership learning program plans 4.2. Identify and incorporate relevant legal requirements into planning of learning programs established in a community or partnership setting 4.3. Form partnership learning programs in collaborative and consultative processes involving public or private sector enterprises 4.4. Plan and allocate resource requirements to accomplish a partnership learning program 4.5. Establish relevant organisational policies and procedures relating to partnerships, and training and assessment services
5. Establish reporting mechanisms for partnership program	5.1. Establish reporting systems for reporting results, that meet reporting requirements, against planned partnership outcomes 5.2. Implement reporting systems to map learner progress against partnership outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
 - evaluate organisational information management systems, policies and procedures
 - select relevant evaluation information and documentation
 - identify any potential and current non-compliance
 - access and interpret organisation's standards and values
 - analyse records or notes of the evaluation process
- initiative and enterprise skills to establish collaborative partnerships and relationships
- interpersonal and communication skills to negotiate, to question, to listen and investigate, to network and clarify issues
- planning and organising skills to:
 - research and evaluate validation processes, and to determine and implement

REQUIRED SKILLS AND KNOWLEDGE

- improvements to these processes
 - develop and establish agreement to plans
- problem-solving skills to review feedback and to plan improvements
- teamwork skills to lead and motivate a team in establishing productive networks, partnerships and other relationships.

Required knowledge

- relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, equal opportunity and anti-discrimination, industrial relations
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- leadership styles
- personal development planning methodologies
- data collection methods
- external environment scanning relating to social, political, economic and technological developments
- emotional intelligence and its relationship to individual and team effectiveness
- organisational transformation and the management of the stages of change
- organisational design and building in responsiveness of operations to change in customer or market conditions.

Evidence Guide**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 following is essential:

- demonstrated capacity to foster learning partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- developing collaborative approaches to enhance individual, team and organisational outcomes
- initiating and implementing learning program partnerships in line with relevant regulatory, employment and organisational requirements

EVIDENCE GUIDE	
	knowledge of relevant policy, legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: - competence is consistently demonstrated over time, and over a range and variety of situations - access to required assessment facilities and resources.
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 and third party workplace reports of on-the-job performance by the candidate - review of applied projects or learning activities, especially relating to formation of professional networks and stakeholder consultation in relation to forming partnerships for vocational education and training programs - direct observation of contextual application of skills - submission of a portfolio of evidence including previous work forging partnerships - oral or written questioning to assess knowledge of development of industry learning partnerships.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBLED702A Lead learning strategy implementation - BSBLED707A Establish career development services - BSBLED709A Identify and communicate trends in career development - PSPMNGT614A Facilitate knowledge management.

Range Statement

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

RANGE STATEMENT

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.

<i>Relevant individuals</i> may include:	• employees • employers • government agencies and departments • learners/students • industry associations, employer bodies, professional associations • industry representatives • national Industry Skills Councils • people working in the roles targeted by training • regulatory and licensing authorities • research agencies • state/territory industry training advisory bodies • subject or technical specialists or experts • unions • universities
<i>Stakeholders</i> may include:	• administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • employees • industry, employee, employer, professional and peak bodies or associations • learners/students • other training and assessment organisations • public or private sector enterprise
<i>Potential learners</i> may include:	• apprentices and trainees • current or ongoing learners and clients • existing industry and enterprise employees • individuals changing careers • individuals learning new skills and knowledge • individuals or groups meeting licensing or other regulatory requirements • individuals seeking to upgrade competencies • individuals who are unemployed • individuals who have a disability • members of target groups such as Aboriginal and Torres Strait Islander communities

RANGE STATEMENT	
	• overseas learners and international students • potential learners and clients • recent migrants and people from culturally and linguistically diverse backgrounds • school leavers, new entrants to the workforce
Communication strategies may include:	• conducting presentations • developing and applying interview and interpersonal communication protocols • developing and circulating marketing materials • developing promotional materials and course outlines • initiating and conducting a public communication strategy
Influencing strategies may include:	• debate • dialogue • discussion • formal and informal techniques • levels of participation • moderated negotiations • networking • strategies applied face-to-face or collectively (e.g. in a learning community or community of practice)
Partnerships may:	• be informal • be physical or virtual (e.g. online) • involve a formal agreement • involve one or more enterprises, and training and assessment organisations • involve one or more learning programs
Collaborative communities may include:	• communities of practice • formal or informal relationships • informal and formal groups in collaborative relationships • knowledge communities • knowledge networks • learning communities • physical or virtual relationships • supply chain communities • virtual circles
Training and assessment	• organisation that delivers non-recognised

RANGE STATEMENT	
organisation may include:	vocational education and training • organisation working in a partnership arrangement with an RTO to deliver recognised vocational education and training • RTO delivering recognised vocational education and training services such as TAFE institutes, private commercial colleges and organisations, enterprises, community organisations, group training companies and secondary schools
Public or private sector enterprises may include:	• community bodies • government agencies • privately owned companies
Partnership learning program may include:	• accredited course which includes Training Package outcomes • community education program • nationally endorsed qualification from a Training Package or accredited course • part of a VET in Schools program • part of an apprenticeship or traineeship • professional development program • short course or non-recognised vocational program • short-term development plan • short-term induction program • subset of a learning strategy • traineeship or apprenticeship • workplace learning program
Resolving conflict in a fair, equitable and collaborative manner may include:	• adherence to relevant legislative, legal, workplace requirements • application of organisational complaints procedures • internal or external specialists
Performance standards may be based on:	• personal or task outcomes • span short- or long-term outcomes • strategic, operational outcomes
Diversity includes difference in:	• age • belief systems and values • culture • expertise, experience and working styles • gender

RANGE STATEMENT	
	• interpersonal style • interests • language, literacy and numeracy • physical differences • politics • race • religion • sexual orientation • thinking and learning styles
Organisational and legal requirements may include:	• collaborative and partnership arrangement agreements such as memoranda of understanding • confidentiality and privacy requirements • licensing requirements • requirements for initial and continuing registration as defined in the AQTF Standards for Registered Training Organisations and state/territory legislation and regulations governing provider registration and course accreditation • requirements of awards and enterprise bargaining agreements • requirements of endorsed Training Packages • requirements of other relevant commonwealth and state/territory legislation, for example relating to matters such as OHS, anti-discrimination, workplace and industrial relations, workers compensation, apprenticeships and traineeships • requirements set by professional associations • requirements set by quality systems
Indicators may include:	• formal human resources and related indicators to provide benchmark, comparative measures on: • average hours in relation to output per employee • down-time • related operational and planning indicators • revenue per employee/team • staff absenteeism • staff satisfaction

RANGE STATEMENT	
	• staff turnover • training hours
<i>Feedback processes</i> include:	• formal complaints or suggestions procedures • formal-informal • independent audits • management audits/workplace checks • surveys • virtual or physical • whistleblower policy
<i>Relevant organisational policies and procedures</i> may include:	• access and equity • assessment procedures and options • client services • confidentiality requirements • ethical standards • fees and payment schedule • grievance and appeals processes • learner selection, enrolment, induction and orientation procedures • mutual recognition obligations • policies and procedures being available to all personnel, learners, clients and candidates • staff recruitment, induction and ongoing development and monitoring • support services available • human resources policies and procedures and legal requirements including anti-discrimination, equal employment, OHS • administrative and records management systems, for example that relating to: • contract manager • document version control • maintenance, retention, archiving, retrieval, storage and security of training and assessment information and records • personnel responsible for analysing statistics and data to ensure organisation complies with relevant standards across all of its operations and training and assessment activities • privacy and access to training and assessment information and records

RANGE STATEMENT	
	• reporting and recording requirements and arrangements • supervisors and managers • union and employee representatives • users of training information such as finance personnel, human resources personnel, employers
Resource requirements may include:	• additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
Reporting systems for reporting results may include:	• arrangements for the issuing of Australian Qualifications Framework (AQF) qualifications and Statements of Attainment • arrangements for recognising and recording current competencies • electronic student management system which complies with AVETMISS or other reporting or statistical collection requirements • internal organisational recording and reporting systems • record keeping policies and procedures
Reporting results may include:	• Australian Apprenticeship Centre forms and letters such as for incentives and completions • availability of all reports and records for audit and monitoring purposes • enrolment forms • financial reporting for funding and payments from funding body • OHS incident reporting systems • performance agreements • reporting for apprenticeship and traineeship program delivery • reporting for in-house or internal program delivery • Training Contract and RTO notifications
Reporting requirements may	• AQTF Standards for Registered Training

RANGE STATEMENT	
include those specified in:	Organisations • AVETMISS process documentation • organisational documentation
Reporting systems to map learner progress against partnership outcomes may include:	• electronic systems including those using business technology such as: • computers • hardware • software • telephone networks • physical systems such as face-to-face and print communications

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

BSBR501A Manage risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area. The unit has been designed to be consistent with AS/NZS 4360:2004 Risk management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting. This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish risk context	1.1. Review organisational processes, procedures and requirements for undertaking <i>risk</i> management 1.2. Determine <i>scope</i> for risk management process 1.3. Identify internal and external stakeholders and their issues 1.4. Review political, economic, social, legal, technological and policy context 1.5. Review strengths and weaknesses of existing arrangements 1.6. Document critical success factors, goals or objectives for area included in scope 1.7. Obtain support for risk management activities 1.8. Communicate with <i>relevant parties</i> about the risk management process and invite participation

ELEMENT	PERFORMANCE CRITERIA
2. Identify risks	2.1. Invite relevant parties to assist in the identification of risks 2.2. Research risks that may apply to scope 2.3. Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1. Assess likelihood of risks occurring 3.2. Assess impact or consequence if risks occur 3.3. Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1. Determine and select most appropriate options for treating risks 4.2. Develop an action plan for implementing risk treatment 4.3. Communicate risk management processes to relevant parties 4.4. Ensure all documentation is in order and appropriately stored 4.5. Implement and monitor action plan 4.6. Evaluate risk management process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement
- organisational and management skills to plan and implement risk management processes
- problem-solving and innovation skills to find practical ways to manage identified risks.

Required knowledge

- AS/NZS 4360:2004 Risk management.
- legislation, codes of practice and national standards, for example:
 - duty of care

REQUIRED SKILLS AND KNOWLEDGE

- company law
- contract law
- environmental law
- freedom of information
- industrial relations law
- privacy and confidentiality
- legislation relevant to organisation's operations
- legislation relevant to operation as a business entity
- organisational policies and procedures, including:
 - risk management strategy
 - policies and procedures for risk management
- overall operations of organisation
- reasonable adjustment in the workplace for people with a disability
- types of available insurance and insurance providers.

Evidence Guide**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 following is essential:

- risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks
- details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks
- knowledge of relevant legislation, codes of practice and national standards.

Context of and specific resources for assessment

Assessment must ensure:

- access to workplace documentation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

EVIDENCE GUIDE	
	are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of risk management policies and procedures • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for treatment • evaluation of action plan for implementing risk treatment • evaluation of documentation communicating risk management processes to relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial management units, governance units, human resource management units, or technology units.

Range Statement

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.	
<i>Risks</i> may include those relating to:	• commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances

RANGE STATEMENT	
	• technology
Scope may apply to:	• given project • specific business unit or area • specific functional such as: • financial management • OHS • governance • external environment • internal environment • whole organisation
Relevant parties may include:	• all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts
Research may include:	• data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources
Tools and techniques may include:	• brainstorming • checklists • fishbone diagrams • flowcharts • scenario analysis
Likelihood may refer to:	• probability of a given risk occurring, such as: • very likely • likely • possible • unlikely • rare
Impact or consequence may refer to:	• significance of outcomes if the risk occurs, such as: • disastrous • severe • moderate impact

RANGE STATEMENT	
	minimal impact
Evaluation of risks includes:	- considering the likelihood of the risk occurring - considering the impact of the risk - determining which risks are most significant and are therefore priorities for treatment
Options may include:	- avoiding the risk - changing the consequences - changing the likelihood - retaining the risk - sharing the risk with a third party
Action plans should include:	- what actions are required - who is taking responsibility - time lines - monitoring processes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document costs associated with the production and delivery of the business' products/services 1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products 1.3. Calculate break-even sales point to establish business viability and profit margins 1.4. Identify appropriate pricing strategies in relation to market conditions to meet business profit targets 1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set profit targets/goals to reflect owner's desired returns 2.2. Identify working capital requirements necessary to attain profit projections 2.3. Identify non-current asset requirements and consider alternative asset management strategies 2.4. Prepare cash flow projections to enable business operation in accordance with business plan and legal requirements 2.5. Identify capital investment requirements accurately for each operational period 2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget

ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify <i>sources of finance</i>, including potential <i>financial backers</i>, to provide required liquidity for the business to complement business goals and objectives 3.3. Investigate cost of securing finance on optimal terms 3.4. Identify strategies to obtain finance as required to ensure financial viability of the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to interpret financial data
- communication skills to secure finance
- literacy skills to develop a financial plan and to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information
- research skills to identify costs and sources of finance.

Required knowledge

- break-even analysis
- costing for the business, including margin/mark-up, hourly charge out rates and unit costs
- financial decision making relevant to the business
- methods and relative costs of obtaining finance
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts
- principles for preparation of profit and loss statements
- purpose of financial reports
- relevant accounting terminology
- working capital cycles.

Evidence Guide

EVIDENCE GUIDE

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 following is essential: - development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance - knowledge of financial decision making relevant to the business.
Context of and specific resources for assessment	Assessment must ensure: - access to relevant documentation - candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
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: - portfolio of evidence including financial plan and records - review of projected profit statement prepared to supplement the business plan - review of cash flow projections - oral or written questioning to assess knowledge of principles for preparation of cash flow forecasts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBSMB401A Establish legal and risk management requirements of small business - BSBSMB404A Undertake small business planning - BSBSMB405A Monitor and manage small business operations - BSBSMB406A Manage small business finances.

Range Statement

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.

<i>Costs</i> may include:	• direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
<i>Pricing strategies</i> may include:	• competitor analysis • cost/volume/profit analysis • cost factors • cost plus pricing • demand-based pricing • discounting • market conditions • penetration pricing • perceived value • product mix • skimming
<i>Financial plan</i> may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff,

RANGE STATEMENT	
	materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
<i>Profit targets/goals</i> may include:	• break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
<i>Cash flow projections</i> may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
<i>Legal requirements</i> may include:	• contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
<i>Sources of finance</i> may include:	• personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
<i>Financial backers</i> may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan 1.2. Evaluate the customer base and target market for the small business as a basis for the <i>marketing objectives and strategies</i> 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with <i>relevant people</i> and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit 2.2. Evaluate the costs and benefits of using different <i>distribution channels</i> and/or providing different <i>levels of customer service</i> and consider the results in determining the <i>marketing mix</i> 2.3. Determine promotional activities to suit the target market 2.4. Consider customer needs and preferences in determining the marketing mix 2.5. Determine the marketing mix according to market and business needs
3. Implement marketing	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success

ELEMENT	PERFORMANCE CRITERIA
strategies	of marketing strategies 3.2. Plan and implement <i>promotional activities</i>, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse <i>performance gaps</i> and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse <i>customer reaction</i> to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to question, clarify and report
- literacy and numeracy skills to research information, to analyse data and to interpret market data.

Required knowledge

- industry market trends
- methods of analysing costs and benefits of marketing strategies
- methods of developing marketing objectives and marketing mix
- methods of monitoring customer satisfaction
- relevant market analysis and research
- relevant marketing concepts and methods.

Evidence Guide

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 following is essential:

- developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan
- implementing and monitoring the marketing strategy/plan to optimise the chances of small business success
- knowledge of relevant marketing concepts and methods.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant documentation
- candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.

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:

- portfolio of evidence including marketing strategy and monitoring of marketing performance
- oral or written questioning to assess knowledge of industry market trends
- review of analysis of performance gaps and corrective action taken or new targets set
- review of promotional activities implemented.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBSMB404A Undertake small business planning.

Range Statement

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.

Marketing objectives and strategies may include:

- achieving lower costs of production and distribution than competitors
- creating a very different product line or service so that the business becomes a class leader in the industry
- distribution
- pricing, presentation and display of products/services
- product design and packaging
- product range and mix
- promotion and advertising
- pursuing cost leadership and/or product differentiation within a specialist market segment

Relevant people may include:

- accountant or other specialist services
- family members, work team members, sub-contractors, community members
- franchise agency
- financial backers, clients
- owner/operator, partners, directors, shareholders
- regulatory bodies
- trade or industry associations

Distribution channels may include:

- dealer, re-seller, franchisee
- distributor, delivery service, mail order, telesales
- self-access, wholesale, retail

Levels of customer service may include:

- after sales service
- one-on-one personal service
- sales assistance for problems/queries only

Marketing mix may include:

- distribution
- level of service
- pricing

RANGE STATEMENT	
	• promotion • quality, range • safety features • technical features, design
<i>Promotional activities</i> may include:	• advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
<i>Performance gaps</i> may include:	• over achievement of performance targets • under achievement of performance targets
<i>Customer reaction</i> may be determined through:	• customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the <i>business plan</i> 1.2. Identify and review the essential components of the business plan 1.3. Identify and document <i>business goals and objectives</i> as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to <i>occupational health and safety (OHS)</i> , in accordance with business goals and objectives 2.2. Research market needs, and market size and potential 2.3. Identify sources and costs of finance, from the <i>financial plan</i> , to provide required liquidity and profitability for the business 2.4. Identify methods, from the <i>marketing strategies</i> , to promote the market exposure of the business 2.5. Identify methods/means of production/operation from the <i>production/operations plan</i> to conform with business goals and objectives 2.6. Identify <i>staffing requirements</i> to effectively produce/deliver products/services 2.7. Identify <i>specialist services</i> and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of <i>relevant people</i> and seek and confirm their support of the planned business direction 3.2. Identify and develop <i>risk management strategies</i>

ELEMENT	PERFORMANCE CRITERIA
	according to business goals and objectives, and relevant legal requirements 3.3.Develop contingency plan to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to assess business performance
- literacy skills to enable interpretation of business information
- numeracy skills to analyse data.

Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- methods of evaluation
- OHS responsibilities and procedures for identifying hazards relevant to the business
- planning processes
- preparation of a business plan
- principles of risk management relevant to business planning
- reasons for and benefits of, business planning
- relevant industry codes of practice
- setting goals and objectives
- types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
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: • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

Range Statement

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.

Business plan may include:

- business opportunities, which may be influenced by:
 - amount and types of finance available
 - expected financial viability
 - skills of operator
- details of ownership/management
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- level of risk involved, risk assessment and management
- market focus of the business
- marketing requirements
- need to raise finance and requirements of lenders
- organisation/operational arrangements
- proposed size and scale of the business
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
- resources required and available
- sources of funding
- specialist services and sources of advice that may be required
- staffing
- stages in the business development

Business goals and objectives may include:

- customer needs/marketing projections
- family or community benefits

RANGE STATEMENT	
	• financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety issues must include:	• identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

RANGE STATEMENT	
	- and forms of finance) - risks and measures to manage or minimise risks - working, fixed, debt and equity capital
Marketing strategies may include:	- achieving lower costs of production and distribution than competitors - creating a very different product line or service so that the business becomes a class leader in the industry - distribution - pricing, presentation and display of products/services - product design and packaging - product range and mix - promotion and advertising - pursuing cost leadership and/or product differentiation within a specialist market segment
Production/operations plan may include:	- customer requirements, market expectations, budgetary constraints - industrial relations climate and quality assurance considerations - means of supply and distribution - operational targets and action plan, which may include short-, medium- or long-term goals - options for production, delivery, technical and customer service and support
Staffing requirements may include:	- full-time, part-time staff, permanent, temporary or casual staff - owner/operator - sub-contractors or external advisers/consultants
Specialist services may include:	- accountants - business advisors and consultants - business brokers - contractors - government agencies - industry/trade associations - lawyers and providers of legal advice - mentors

RANGE STATEMENT	
	• online gateways
Relevant people may include:	• clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
Risk management strategies may include:	• breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
Risk management strategies must include:	• OHS requirements
Contingency plan may include:	• disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB405A Monitor and manage small business operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop OPERATIONAL STRATEGIES AND PROCEDURES	1.1. Develop an action plan to provide a clear and coherent direction, in accordance with the <i>business goals and objectives</i> 1.2. Identify <i>occupational health and safety (OHS) and environmental issues</i> and implement strategies to minimise risk factors 1.3. Develop a <i>quality system</i> for the business in line with industry standards, compliance requirements and cultural criteria 1.4. Develop performance measures and <i>operational targets</i> to conform with the business plan 1.5. Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1. Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2. Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3. Maintain staffing requirements, where applicable, within budget to maximise productivity

ELEMENT	PERFORMANCE CRITERIA
	2.4. Carry out the provision of goods/services in accordance with established legal, ethical cultural and technical standards 2.5. Provide goods/services in accordance with time, cost and quality specifications, and customer requirements 2.6. Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1. Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives 3.2. Review systems and structures, with a view to more effectively supporting business performance 3.3. Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system 3.4. Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1. Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2. Clearly record proposed changes to aid future planning and evaluation 4.3. Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to develop criteria and targets for the business plan
- communication skills to question, clarify and report
- literacy skills to interpret legal requirements, company policies and procedures
- numeracy skills to manage performance information and to control the finances
- technology skills to use relevant business equipment.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- methods for developing and maintaining networks
- methods for implementing operation and revenue control systems
- methods for monitoring performance and implementing improvements
- OHS responsibilities and procedures for managing hazards
- principles of risk management relevant to the business, including risk assessment
- quality system principles and methods
- relevant industry codes of practice
- relevant marketing, sales and financial concepts
- relevant performance measures
- role of innovation
- systems to manage staff, stock, expenditure, services and customer service
- technical or specialist skills relevant to the business operation.

Evidence Guide

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 following is essential:

- developing strategies and procedures to successfully manage the operation of the business
- making appropriate adjustments to the business operations as required
- knowledge of quality system principles and methods.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant documentation
- candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.

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:

EVIDENCE GUIDE

	• portfolio of evidence including operational strategies and procedures • oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment • review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system) • review of records proposing changes to the business operations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB406A Manage small business finances • BSBSMB407A Manage a small team.

Range Statement**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.

Operational strategies and procedures may be determined by:

- business premises (size, location, layout)
- financial control systems and procedures
- management and administrative systems and procedures
- methods/techniques/technology
- physical and natural resources
- plant and equipment , including OHS requirements
- premises, plant and equipment, which may be new or previously owned
- purchase (sole or shared ownership) or leasing
- raw materials
- requirements, which may be one-off requirements or recurrent requirements (such as

RANGE STATEMENT	
	equipment maintenance) specific to the nature of the business • technology • use of existing, new and emerging technologies including e-commerce
<i>Business goals and objectives</i> may include:	• customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility
<i>Occupational health and safety and environmental issues</i> must include:	• controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors • establishment and maintenance of procedures for assessing and controlling risks • establishment and maintenance of procedures for identifying risks to health and safety • waste and by-products
<i>Quality system</i> may include:	• manual or computer quality control systems • quality assurance/management approaches • random inspections and assessments of goods and services against predetermined standards • random inspections and assessments of processes against predetermined standards • random sampling and follow-up of customers
<i>Operational targets</i> may include:	• external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • staffing level and skills mix • targets, which may be short-, medium- or

RANGE STATEMENT	
	long-term
<i>Technical standards</i> may include:	current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: - efficient resource use - potential environmental hazards - regulatory compliance - improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify current resource use	1.1. Identify workplace <i>environmental and resource efficiency issues</i> 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using <i>appropriate techniques</i> 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

ELEMENT	PERFORMANCE CRITERIA
	hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure compliance 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow organisational plans to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make suggestions for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

REQUIRED SKILLS AND KNOWLEDGE

daily tasks, employee and employer rights, equal opportunity.

Evidence Guide**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 following is essential:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation
- review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance
- individual or team discussion about potential for increased resource efficiency within current work area
- access to workplace documents, information and resources (such as compliance obligations, enterprise

EVIDENCE GUIDE	
	plans, work responsibilities).
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 and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

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.	
<i>Environmental and resource</i>	• maximising opportunities to improve business environmental performance

RANGE STATEMENT	
<i>efficiency issues</i> may include:	• minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
<i>Appropriate techniques</i> may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements
<i>Compliance</i> may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): • international • commonwealth • state/territory • local government • industry • organisation
<i>Organisational plans</i> may include:	• documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
<i>Suggestions</i> may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

RANGE STATEMENT

	• prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as: • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the

	particular workplace role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Investigate current practices in relation to resource usage	1.1. Identify environmental regulations applying to the enterprise 1.2. Analyse procedures for assessing <i>compliance</i> with environmental/sustainability regulations 1.3. Collect information on environmental and resource

ELEMENT	PERFORMANCE CRITERIA
	efficiency systems and procedures, and provide to the work group where appropriate 1.4. Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5. Measure and document current resource usage of members of the work group 1.6. Analyse and document current purchasing strategies 1.7. Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1. Seek input from stakeholders, key personnel and specialists 2.2. Access external sources of information and data as required 2.3. Evaluate alternative solutions to workplace environmental issues 2.4. Set efficiency targets
3. Implement performance improvement strategies	3.1. Source and use appropriate techniques and tools to assist in achieving efficiency targets 3.2. Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3. Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities 3.4. Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5. Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6. Implement costing strategies to fully value environmental assets
4. Monitor performance	4.1. Use and/or develop evaluation and monitoring, tools and technology 4.2. Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3. Evaluate strategies and improvement plans

ELEMENT	PERFORMANCE CRITERIA
	4.4. Set new efficiency targets, and investigate and apply new tools and strategies 4.5. Promote successful strategies and reward participants where possible

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to analyse problems, to devise solutions and to reflect on approaches taken
- change management skills
- communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency
- communication/consultation skills to support information flow from stakeholders to the work group
- innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools
- literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes
- numeracy skills to analyse data on organisational resource consumption and waste product volumes
- planning and organising skills to implement environmental and energy efficiency management policies and procedures relevant to own work area
- problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required
- technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- supervisory skills to work effectively with a team

Required knowledge

- best practice approaches relevant to own area of responsibility and industry
- compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures

REQUIRED SKILLS AND KNOWLEDGE

- environmental and energy efficiency issues, systems and procedures specific to industry practice
- external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes
- OHS issues and requirements
- organisational structure and reporting channels and procedures
- quality assurance systems relevant to own work area
- strategies to maximise opportunities and to minimise impact relevant to own work area
- supply chain procedures
- terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity

Evidence Guide**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 following is essential:

- knowledge of relevant compliance requirements within work area
- developing plans to make improvements
- planning and organising work group activities in relation to measuring current use and devising strategies to improve usage
- monitoring resource use and improvements for environmental performance relative to work area and supervision
- ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards
- implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.

EVIDENCE GUIDE**Context of and specific resources for assessment**

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision
- access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities
- access to reports from other parties involved in the process of identifying and implementing improvements
- evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and 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 and third party workplace reports of on-the-job performance by the candidate
- response to case studies
- review of reports of activities of work group in relation to measuring resource use and developing improvement strategies
- review of work plans outlining approaches to improved practices with documented benchmarks
- analysis of the way in which advice is sought and suggestions are made about improvements
- observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance
- review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace
- analysis of implementation of programs such as a

EVIDENCE GUIDE	
	green office program, supply chain program for purchasing sustainable products, or an environmental management framework oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBATSIC411C Communicate with the community - BSBINN301A Promote innovation in a team environment - BSBLED401A Develop teams and individuals - BSBMGT402A Implement operational plan - BSBMGT403A Implement continuous improvement - BSBRISK401A Identify risk and apply risk management processes.

Range Statement

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.	
<i>Compliance</i> may include:	- meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): - international - commonwealth - state/territory - industry - organisation.

RANGE STATEMENT	
Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.
Stakeholders, key personnel and specialists may include:	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including: • customers • employees at all levels of the organisation • government • investors • local community • other organisations • suppliers • key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.
Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.
Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary

RANGE STATEMENT

	energy and non-stationary (transport) • preventing and minimising risks, and maximising opportunities such as: • improving resource/energy efficiency • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches such as: • ecological footprinting • Energy Efficiency Opportunities Bill 2005 • Global Reporting Initiative • green office program - a cultural change program • green purchasing • Greenhouse Challenge Plus (Australian government initiative) • ISO 14001:1996 Environmental management systems life cycle analyses • product stewardship • supply chain management • sustainability covenants/compacts • triple bottom line reporting.
Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities such as: • usage of solar or renewable energies where appropriate • reducing emissions of greenhouse gases • reducing use of non-renewable resources • making more efficient use of resources, energy and water • maximising opportunities to re-use, recycle and reclaim materials • identifying strategies to offset or mitigate environmental impacts: • purchasing carbon credits • energy conservation • reducing chemical use • reducing material consumption • expressing purchasing power through the selection of suppliers with improved

RANGE STATEMENT

	environmental performance e.g. purchasing renewable energy eliminating the use of hazardous and toxic materials.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and

	procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define scope of sustainability policy 1.2. Gather information from a range of sources to plan and develop policy 1.3. Identify and consult stakeholders as a key component of the policy development process 1.4. Include appropriate strategies in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience

Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational policies, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and 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:

EVIDENCE GUIDE

	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

Range Statement

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.

Scope of workplace sustainability policy may include:

- addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
 - ecological foot printing
 - Energy Efficiency Opportunities Bill 2005l
 - Global Reporting Initiative
 - green office program
 - green purchasing
 - Greenhouse Challenge Plus (Australian government initiative)
 - ISO 14001:1996 Environmental management systems life cycle analyses
 - life cycle analyses
 - product stewardship
 - supply chain management
 - sustainability covenants/compacts
 - triple bottom line reporting
- integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
- investigating particular business and market context of the industry/organisation
- meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
 - international
 - commonwealth
 - state/territory
 - industry

RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.
Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including: • customers • employees at all levels of the organisation • government • investors • local community • other organisations • regulators • suppliers • key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.
Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1. Select appropriate <i>technology</i> and <i>software applications</i> to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to <i>organisational requirements</i> and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate <i>input devices</i> according to organisational requirements 2.3. <i>Store data</i> appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used <i>technology consumables</i> in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange <i>routine maintenance</i> to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements

ELEMENT	PERFORMANCE CRITERIA
	3.3. Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions
- communication skills to request advice, to receive feedback and to work with a team
- problem-solving skills to solve routine technology problems.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
- ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals.

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment.
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 and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • IT use units • other industry capability units.

Range Statement

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

RANGE STATEMENT

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.

Technology may include:

- computer technology, such as laptops and personal computers
- digital cameras
- modems
- printers
- scanners
- zip drives
- photocopiers
- shredders
- binders
- laminators
- cutters

Software applications may include:

- email, internet
- word processing, spreadsheet, database, accounting or presentation packages

Organisational requirements may include:

- correctly identifying and opening files
- legal and organisation policies, guidelines and requirements
- locating data
- log-on procedures
- manufacturer's guidelines
- OHS policies, procedures and programs
- saving and closing files
- storing data

Input devices may include:

- keyboard
- mouse
- numerical key pad
- scanner

Storage of data may include:

- appropriate storage/filing of hard copies of computer generated documents
- storage in directories and sub-directories
- storage on CD-ROMs, hard and floppy disk drives or back-up systems

Technology consumables may include:

- back-up tapes
- CD-ROM
- floppy disks

RANGE STATEMENT	
	• print heads • printer ribbons and cartridges • toner cartridges • zip disks
<i>Routine maintenance</i> may include:	• in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
<i>Identifying equipment faults</i> may include:	• checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan to achieve team outcomes	1.1. Identify, establish and document <i>team purpose, roles, responsibilities, goals, plans and objectives</i> in <i>consultation</i> with team members 1.2. Support team members in meeting expected outcomes
2. Develop team cohesion	2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2. Encourage and support team members to take <i>responsibility for own work</i> and to assist each other in undertaking required roles and responsibilities 2.3. Provide <i>feedback</i> to team members to encourage, value and reward individual and team efforts and contributions 2.4. Recognise and address issues, concerns and problems identified by team members or refer to <i>relevant persons</i> as required

ELEMENT	PERFORMANCE CRITERIA
3. Participate in and facilitate work team	3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2. Give the team support to identify and resolve problems which impede its performance 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1. Maintain open communication with line manager/management at all times 4.2. Communicate information from line manager/management to the team 4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - boost team morale
 - deal with team conflict
 - deliver messages from management
 - facilitate discussion
 - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
 - delegation and work allocation
 - goal setting
 - group dynamics and processes
 - individual behaviour and difference
 - leadership
 - motivation
 - negotiation
 - planning.

Evidence Guide**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 following is essential:

- teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met
- techniques in communicating information, dealing with team conflict and resolving issues
- knowledge of organisational goals, objectives and plans.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

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:

- analysis of responses to case studies and scenarios

EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in working with team dynamics • observation of performance in role plays • oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes • evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team • review of feedback provided to team members • review of teamwork plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

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.	
<i>Team purpose, roles, responsibilities, goals, plans and objectives</i> may include:	• action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
<i>Consultation</i> may include:	• attending meetings, interviews, brainstorming sessions

RANGE STATEMENT	
	• using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
Responsibility for own work may involve:	• individual and joint actions • individuals and teams
Feedback may refer to:	• formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
Relevant persons may include:	• colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
Communication may include:	• face-to-face • formal/informal interaction • verbal, written or electronic communication
Line manager/management may refer to:	• direct superior or other management representatives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

BSBWOR404A Develop work priorities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development. It also addresses the requirement to take responsibility for one's own career planning and professional development.

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

Application of the Unit

This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan and complete own work schedule	1.1. Workgroup plans are prepared to reflect consideration of resources, client needs and workgroup targets 1.2. Work objectives and priorities are analysed and incorporated into personal schedules and responsibilities 1.3. Factors affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans 1.4. Business technology is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1. Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives 2.2. Feedback on performance is actively sought from colleagues and clients and evaluated in context of individual and group requirements 2.3. Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements
3. Coordinate professional development	3.1. Personal knowledge and skills are assessed against organisational benchmarks to determine development needs and priorities 3.2. Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues 3.3. Feedback is used to identify and develop ways to improve competence within available opportunities 3.4. New skills are identified and professional development activities are accessed and completed to facilitate continuous learning and career development 3.5. Records and documents relating to achievements and assessments are stored

	and maintained in accordance with organisational requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
• learning skills to recognise and develop new and necessary skills and knowledge • literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance • organising skills to prioritise, manage time and meet deadlines • problem solving skills to develop contingency plans
Required knowledge
• knowledge of relevant business technology applications to schedule tasks and plan work • knowledge of techniques to prepare personal plans and establish priorities • methods to identify and prioritise personal learning needs • understanding of a range of professional development options • understanding of methods to elicit, analyse and interpret feedback • understanding of methods to evaluate own performance

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 following is essential: • preparing and communicating own work plan • scheduling work objectives and tasks to support the achievement of goals • seeking and acting on feedback from clients and colleagues • reviewing own work performance against achievements through self-assessment

	- accessing learning opportunities to extend own personal work competencies - using business technology to monitor self development.
Context of and specific resources for assessment	Assessment must ensure: the learner and trainer should have access to appropriate documentation and resources normally used in the workplace
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 and third party workplace reports of on-the-job performance by the candidate - observation of performance in role plays - observation of presentations - review of work and professional development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: Other units from the Certificate IV in Frontline Management.

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.

<i>Workgroup plans</i> may include:	- budgetary plans - production plans - reporting plans - sales plans - team and individual learning goals - team participation - work schedules

Work objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather, etc • personnel • resource and materials availability • technology/equipment breakdowns • unforeseen incidents
Business technology may include:	• computer applications • computers • email and internet/intranet/extranet • facsimile machines • modems • personal schedules • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining comments from clients • obtaining comments from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Professional development activities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • Recognition of Prior Learning • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Management and Leadership - Management

BSBWOR502A Ensure team effectiveness

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation.

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

Application of the Unit

This unit applies to managers and addresses the need for managers to facilitate work teams and to build a positive culture within work teams. The unit takes a systematic and planned approach to developing teams. It includes the soft skills as well as more structured approaches to the management of teams.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish team performance plan	1.1. Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives 1.2. Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team 1.3. Support team members in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1. Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team 2.2. Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3. Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4. Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1. Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2. Support the team in identifying and resolving work performance problems 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders

4. Liaise with stakeholders	4.1. Establish and maintain open communication processes with all stakeholders 4.2. Communicate information from line manager/management to the team 4.3. Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4. Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Required Skills and Knowledge

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

Required skills

- training skills to mentor and coach team members
- communication skills to explain team goals, to address team conflict and to build an environment of trust
- planning and organisational skills to keep team on track and focussed on work outcomes.

Required knowledge

- group behaviour
- models for conflict resolution.

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 following is essential:

- range of techniques that can be used to build work teams, strengthen communications in the

	team and resolve conflict • methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track • knowledge of group behaviour.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
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: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of team building techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • review of performance plans developed for work team • review of policies and procedures developed to ensure team members take responsibility for own work.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

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.

<i>Consultation</i> may refer to:	• conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other

	processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans mechanisms used to provide feedback to the work team in relation to outcomes of consultation
Accountabilities may refer to:	- responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar - statement of conduct outlining responsibilities/actions/performance
Performance plans may refer to:	- individual performance plans linked to team goals - team plans based on work assignments and responsibilities
Outcomes, outputs, key performance indicators may refer to agreed:	- changes in work roles and responsibilities - improved individual and team, performance and participation - improvements to systems, operations - measures for monitoring and evaluating the efficiency or effectiveness of systems or services - quality standards and expectations - targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism - targets for training and development
Strategies may refer to:	- clarification of roles and expectations - electronic communication devices and processes, such as intranet and email communication systems, to facilitate input - long-term or short-term plans factoring in opportunities for team input - mentoring and 'buddy' systems to support team members in providing input - newsletters and briefings - training and development activities
Policies and procedures may refer to:	- organisational guidelines and systems that govern operational functions - procedures that detail the activities that must be carried out for the completion of actions and tasks - Standard Operating Procedures

Processes may refer to:	• brainstorming options with the team for addressing concerns • creating a matrix of issues and concerns and distributing for comment • discussions with individuals regarding their concerns • distributing drafts for comment with a range of options for resolution of concerns • training and development sessions
Stakeholders may include:	• Board members • business or government contacts • funding bodies • union/employee groups and representatives • work team
Line manager/management may refer to:	• chief executive officer • direct superior • other management representatives

Unit Sector(s)

Management and Leadership - Management

Modification History

Not Available

INTRODUCTION

Unit descriptor This unit of competency specifies the outcomes required to safely manually handle, store and apply environmental management principles associated with carpentry materials and components. It includes preparing material for mechanical handling.

Employability skills This unit contains employability skills.

Prerequisite units

Co-requisite
units

Application of
the unit This unit of competency supports achievement of skills to identify commonly used carpentry materials and handle, store and move them safely and efficiently without damage, which includes working with others and as a member of a team.

Functional Area

Unit Sector Construction

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.

Plan and prepare

- Work instructions and operational details are obtained, confirmed and applied from relevant information for planning and preparation purposes
- Safety (OHS) requirements are followed in accordance with safety plans and policies.
- Signage and barricade requirements are identified and implemented.
- Tools and equipment selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement.
- Material quantity requirements are calculated in accordance with plans, specifications and quality requirements .
- Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
- Environmental requirements are identified for the project in accordance with environmental plans and statutory and regulatory authority obligations, and are applied.
-

Manually handle, sort and stack carpentry materials and components	• Carpentry materials for handling are moved to specified location, applying safe manual handling techniques. • Carpentry materials and components are sorted to suit material type and size, stacked for ease of identification and retrieval and for task sequence and job location in accordance with job specifications. • Carpentry materials and components are protected against physical and water damage and stored clear of access ways, and for ease of identification, retrieval and distribution. •
Prepare for mechanical handling of materials	• Carpentry materials and components are stacked/banded for mechanical handling in accordance with the type of material and plant or equipment to be used. • Carpentry materials and components are loaded, unloaded, moved or located at specified location. •
Clean up	• Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification. • Hazardous materials are identified for separate handling. • Non-toxic materials are removed using correct procedures. • Dust suppression procedures are used to minimise health risk to work personnel and others. • Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices. •

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills	Required skills for this unit are: • communication skills to: • numeracy skills to apply measurements and make calculations • organisational skills, including the ability to plan and set out work • teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities • technological skills to:

- determine requirements
- enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
- follow instructions
- read and interpret:
- report faults
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals
 - documentation from a variety of sources
 - plans, specifications and drawings
- use a range of mobile technology, such as two-way radio and mobile phones
- voice and hand signals to access and understand site-specific instructions
-

Required knowledge

Required knowledge for this unit is:

- asbestos characteristics and reporting requirements
- carpentry material handling techniques
- construction terminology
- hazardous materials found in construction work sites
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- material sizes
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of material requirements
- quality requirements and types of carpentry materials
- types, characteristics, uses and limitations of tools and equipment
- workplace and equipment safety requirements.

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions where specified
- memos
- MSDS
- organisation work specifications and requirements
- plans and specifications
- regulatory and legislative requirements pertaining to handling carpentry materials
- relevant Australian standards
- safe work procedures related to handling carpentry materials
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules.

Planning and preparation include:

- work site inspection
- equipment defect identification
- assessment of conditions and hazards
- determination of work requirements.

Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment
- use of tools and equipment

	• workplace environment and safety. • earth leakage boxes • lighting • personnel • power cables, including overhead service trays, cables and conduits • restricted access barriers • surrounding structures • traffic control • trip hazards • work site visitors and the public • working at heights • working in confined spaces • working with dangerous materials •
Tools and equipment include:	• banders • hammers • pallets • pinch bars • tin snips • wheelbarrows. •
Quality requirements include relevant regulations, including:	• Australian standards • internal company quality policy and standards • manufacturer specifications, where specified • workplace operations and procedures. •
Materials include:	• bricks and concrete masonry units • concrete components • glass • insulation • joinery units • metal sheeting • paints and sealants • plaster or fibre cement sheeting • reconstituted timber products • reinforcement materials • scaffolding components • structural steel sections and components

	• timber •
Environmental requirements include:	• clean-up protection • noise and dust • waste management. •
Statutory and regulatory authorities include:	• federal, state and local authorities administering applicable Acts, regulations and codes of practice. •
Handling includes:	• handling activities may require assistance of others where size or weight is a factor • manual handling, which includes using pallets, carrying materials using correct lifting techniques and control of waste • preparing for mechanical handling, which includes forklifts, pallet jacks and trucks • procedures such as MSDS, calculating quantities, • and stacking and storing of materials. •
Protected includes:	• correct handling and stacking techniques without damaging the material • protecting with covers.
Hazardous materials include:	• coatings • glues • inflammable materials • solvents. •
Non-toxic materials include:	• general carpentry materials with appropriate labelling. •
Dust suppression includes:	• keeping dust in the air to a minimum. •

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	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • safely and effectively use tools and equipment • communicate and work effectively and safely with others • safely handle, sort and stack varying lengths of timber, providing quick access and use • safely move and stack a given quantity of sheet material • safely handle carpentry components for one carpentry project.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and

addressing hazards and emergencies

- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

CPCCCA2002A Use carpentry tools and equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to safely select and use carpentry tools and equipment. It includes hand tools, power tools, pneumatic tools, plant and equipment.

Application of the Unit

Application of the unit This unit of competency supports achievement of skills in identification, correct and safe use and maintenance of hand and power tools commonly used in the construction industry.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions and operational details are obtained, confirmed and applied from relevant <i>information</i> to undertake <i>planning and preparation</i>. 1.2. <i>Safety (OHS)</i> requirements are followed in accordance with safety plans and policies. 1.3. Signage and barricade requirements are identified and implemented. 1.4. <i>Plant and equipment</i>, is selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement. 1.5. Material quantity requirements are calculated in accordance with plans, specifications and <i>quality requirements</i>. 1.6. <i>Materials</i> appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use. 1.7. <i>Environmental requirements</i> are identified for the project in accordance with environmental plans and <i>statutory and regulatory authority</i> obligations, and are applied.
2. Identify and select hand, power and pneumatic tools.	2.1. <i>Hand, power and pneumatic tools</i>, their functions, operations and limitations are identified and selected. 2.2. OHS requirements for using hand, power and pneumatic tools are recognised and adhered to. 2.3. Lubricants, hydraulic fluid and water are checked according to manufacturer recommendations.
3. Use tools.	3.1. Hand tools used are appropriate to the task and

ELEMENT	PERFORMANCE CRITERIA
	materials and are in accordance with OHS requirements.
	3.2. Power and pneumatic tools are safely and effectively used in accordance with manufacturer recommendations and state or territory OHS requirements.
	3.3. Tools are sharpened and maintained.
4. Identify, select and use plant and equipment.	4.1. Plant and equipment are selected and used consistent with OHS requirements and the needs of the job.
	4.2. Lubricants, hydraulic fluid and water are checked according to manufacturer recommendations.
	4.3. Plant and equipment are maintained in accordance with manufacturer recommendations and standard work practices.
5. Clean up.	5.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.
	5.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - determine requirements
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - plans, specifications and drawings

REQUIRED SKILLS AND KNOWLEDGE

- report faults
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals
- creative design, drawing and drafting skills, including use of drafting equipment
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- planning and organisational skills to ensure coordinated development of sketches and drawings
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- carpentry materials
- carpentry tool use techniques
- construction terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of material requirements
- quality requirements of carpentry tools and equipment
- relevant Acts, regulations and codes of practice
- tools and equipment safety manuals and instructions
- types, characteristics, uses and limitations of plant, tools and equipment
- workplace and equipment safety requirements.

Evidence Guide

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.

EVIDENCE GUIDE

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- identify and select hand tools for given tasks
- safely use and maintain a minimum of rules, tapes, squares, hammers, hand saws, hand plane and chisels for given tasks
- identify power and pneumatic tools for a given task
- safely use and maintain a minimum of a power saw, electric plane, impact power drill, nail gun and compressor for given tasks, with maintenance including grinding and sharpening of a hand plane, chisel, a hand saw and one non-tungsten tip power saw blade.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

EVIDENCE GUIDE

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and

EVIDENCE GUIDE

separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions where specified
- memos
- MSDS
- organisation work specifications and requirements
- plans and specifications
- regulatory and legislative requirements

RANGE STATEMENT

	pertaining to using carpentry tools and equipment • relevant Australian standards • safe work procedures related to using carpentry tools and equipment • signage • verbal or written and graphical instructions • work bulletins • work schedules.
Planning and preparation include:	• work site inspection • equipment defect identification • assessment of conditions and hazards • determination of work requirements.
Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:	• emergency procedures, including emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation • handling of materials • hazard control • hazardous materials and substances • safe operating procedures, including the conduct of operational risk assessment and treatments associated with: • earth leakage boxes • lighting • power cables, including overhead service trays, cables and conduits • restricted access barriers • surrounding structures • traffic control • trip hazards • work site visitors and the public • working at heights • working in confined spaces • working in proximity to others • working with dangerous materials • organisational first aid • personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices • use of firefighting equipment

RANGE STATEMENT

Plant and equipment include:

- use of tools and equipment
- workplace environment and safety.
- 240v power supplied
- compressor
- generator
- hand held or small single person operated equipment
- pneumatic driven.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications, where specified
- workplace operations and procedures.

Materials include:

- bricks
- concrete components
- concrete masonry units
- glass
- insulation
- joinery units
- metal sheeting
- paints and sealants
- plaster or fibre cement sheeting
- reconstituted timber products
- reinforcement materials
- scaffolding components
- structural steel sections and components
- timber.

Environmental requirements include:

- clean-up protection
- noise and dust
- vibration
- waste management.

Statutory and regulatory authorities include:

- federal, state and local authorities administering applicable Acts, regulations and codes of practice.

Hand, power and pneumatic tools include:

- hand tools:
 - cutting, planing, boring and shaping
 - fixing, fastening and percussion tools
 - holding tools
 - setting out, marking out and levelling tools
- power tools (portable and static):

RANGE STATEMENT

- electrical and pneumatic operated tools
- gas driven tools
- hoses
- leads.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

Modification History

Not Available

INTRODUCTION

Unit descriptor This unit of competency specifies the outcomes required to plan and organise individual and group work activities on a construction site. The unit includes identifying task requirements, planning steps and organising work.

Employability skills	This unit contains employability skills.
Prerequisite units	CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry
Co-requisite units	
Application of the unit	This unit of competency supports the attainment of capabilities and understanding to prioritise work tasks and organise time and resources to undertake given tasks effectively and cooperatively with other team members.
Functional Area	
Unit Sector	Construction

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.
Identify task requirements	Task requirements are determined or confirmed and clarified to ensure correct interpretation of specifications or requirements.
Plan steps to complete tasks.	Task is interpreted and relevant steps are identified to ensure efficient conduct of work, and in accordance with safety (OHS) , environmental requirements and quality requirements . Steps are planned in conjunction with others.

Organise work.	Work activity is organised with other involved personnel to ensure safe and appropriate sequencing of tasks. All necessary documentation related to job planning progress is completed and recorded in accordance with workplace requirements.
Review planning and organising process.	Planning and organising of work activities is reviewed to establish the effectiveness of the process. Ideas for improvement are suggested and implemented in future planning and organising of work activities.

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills	Required skills for this unit are: • communication skills to: • evaluating own actions and make judgements about performance and necessary improvements • identifying and accurately reporting to appropriate personnel any faults in tools, equipment • or materials • interpret information relevant to the work activity including plans, specifications and drawings and documentation from a variety of sources • teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities • technological skills to: • determine or confirm and clarify task requirements • enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand • plan steps and organise work activities with others • use language and concepts appropriate to cultural differences • use and interpret non-verbal communication, such as hand signals • written skills to complete workplace documentation • use a range of mobile technology, such as two-way radio and mobile phones

- voice and hand signals to access and understand site-specific instructions.
- using time management techniques to organise and prioritise work.

Required knowledge

Required knowledge for this unit is:

- work activity that needs to be planned and organised
- work safety, environmental and quality requirements
- workplace personnel that are to be involved in planning and organising tasks
- workplace reporting requirements.

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.

Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment
- use of tools and equipment
- workplace environment and safety.
 - earth leakage boxes

- lighting
- power cables, including overhead service trays, cables and conduits
- restricted access barriers
- surrounding structures
- traffic control
- trip hazards
- work site visitors and the public
- working at heights
- working in confined spaces
- working in proximity to others
- working with dangerous materials

Environmental requirements include:

- clean-up management
- noise and dust
- vibration
- waste management.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications, where specified
- workplace operations and procedures.

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 This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to plan and organise a variety of work activities. Evidence should be collected over a period of time in a range of general construction relevant contexts and include dealings with an appropriate range of situations.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to

other circumstances and environments.

- Validity and sufficiency of evidence requires that:
- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.
- Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.
- Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

CPCCCM1005A Carry out measurements and calculations

Modification History

Not applicable.

Unit Descriptor

This unit of competency specifies the outcomes required to carry out measurements and perform simple calculations to determine task and material requirements for a job in a construction work environment.

This unit of competency specifies the outcomes required to carry out measurements and perform simple calculations to determine task and material requirements for a job in a construction work environment.

Application of the Unit

This unit of competency supports achievement of skills to take measurements and use these to calculate material quantities and calculations for related tasks commonly used and applied in construction work.

This unit of competency supports achievement of skills to take measurements and use these to calculate material quantities and calculations for related tasks commonly used and applied in construction work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

CPCCOHS2001A

Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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 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

Elements and Performance Criteria

Element	Performance Criteria
1 Plan and prepare.	1.1 Work instructions are confirmed and applied using relevant information . 1.2 Safety (OHS) requirements are obtained from site safety plan, other regulatory specifications or legal obligations, and are applied. 1.3 Measuring and calculating equipment selected to carry out tasks is consistent with job requirements, is checked for serviceability, and any faults are rectified or reported.
2 Obtain measurements.	2.1 Method of obtaining the measurement is selected and applied. 2.2 Measurements are obtained using a rule or tape accurate to 1mm. 2.3 Measurements, including areas and volumes , are confirmed and recorded.
3 Perform calculations.	3.1 Appropriate calculation factors are determined and correct method is selected for achieving required result.

- 3.2 **Material quantities** for the project are correctly calculated using appropriate factors.
 - 3.3 Results are confirmed and recorded.
- 4 Estimate approximate quantities.
 - 4.1 Calculations for determining material requirements are taken.
 - 4.2 Appropriate formulas for calculating quantities are selected.
 - 4.3 Quantities are estimated from the calculations taken.
 - 4.4 Material quantities for the project are calculated, confirmed and recorded within enterprise tolerances.

Required Skills and Knowledge

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

Required skills

Required skills for this unit are:

communication skills to:

identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials

numeracy skills to apply measurements, calculations and geometry

organisational skills, including the ability to plan and set out work

teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities

technological skills to:

determine requirements

enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand

follow instructions

read and interpret:

report faults

use language and concepts appropriate to cultural differences
use and interpret non-verbal communication, such as hand signals
written skills to record measurements, calculations and quantities
documentation from a variety of sources
drawings and specifications
use a range of mobile technology, such as two-way radio and mobile phones
voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

basic calculators
communication devices
company procedures
construction terminology
job safety analysis (JSA) and safe work method statements
measuring, calculating, geometry and determination of quantities
processes for care of measuring equipment
project quality requirements
site and equipment safety (OHS) requirements
tolerances.

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

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence

A person who demonstrates competency in

required to demonstrate competency in this unit

this unit must be able to provide evidence of the ability to:

locate, interpret and apply relevant information

comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations

comply with organisational policies and procedures, including quality requirements

safely and effectively use tools and equipment

communicate and work effectively and safely with others

complete measurements, calculations and determination of quantities for different projects of varying complexity in a range of contexts or occasions over time

calculate each of the following using a realistic construction task or example:

length

perimeter

circumference

area

volume

number

ratio

percentage

conversion of metres to millimetres and millimetres to metres

measure using a rule or tape measure five separate tasks within 1mm accuracy.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant

regulatory or Australian standards' requirements.

Resource implications for assessment include:

an induction procedure and requirement

realistic tasks or simulated tasks covering the mandatory task requirements

relevant specifications and work instructions

tools and equipment appropriate to applying safe work practices

support materials appropriate to activity

workplace instructions relating to safe work practices and addressing hazards and emergencies

material safety data sheets

research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package

include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

reinforce the integration of employability skills with workplace tasks and job roles

confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge

all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Information includes:

diagrams or sketches

instructions issued by authorised
organisational or external personnel

manufacturer specifications and instructions

maps
material safety data sheets (MSDS)
memos
organisation's work specifications and requirements
plans and specifications
regulatory and legislative requirements
relevant Australian standards
safe work procedures or equivalent
signage
verbal or written and graphical instructions
work bulletins
work schedules.

Safety (OHS) is to be in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan and may include:

clothing and equipment
handling of materials
hazard control
hazardous materials and substances
organisational first aid
use of firefighting equipment
use of tools and equipment
workplace environment and safety.

Equipment includes:

calculators and laser equipment
rulers
tape measures
trundle wheels.

Measurements are to:

be in metric scale
cover all necessary calculations.

Areas and volumes include:

calculating regular and irregular shapes, such as rectangles, squares, circles, triangles, trapeziums, cubes, cones, pyramids and cylinders that represent calculations taken in a construction environment.

Calculation factors :

include length, area, weight, height, width, depth, volume, mass, scales, ratios,

perimeters, quantities, numbers, grade, percentages, addition, subtraction, multiplication and division

are to be performed manually and with the aid of a calculator.

Material quantities are to be:

calculated in either packed, bulk, loose or compacted states

converted to volumes in the other states.

Unit Sector(s)

Construction

Construction

Functional Area

empty

empt

CPCCCM2001A Read and interpret plans and specifications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to read and interpret plans and specifications relevant to construction operations. It includes the identification of types of plans and drawings and their functions, the recognition of commonly used symbols and abbreviations, the identification of key features and specifications on a site plan, the comprehension of written job specifications and the recognition of document status and amendment detail.

Application of the Unit

Application of the unit This unit of competency supports achievement of basic reading and interpretation of plans and specifications commonly used in the construction industry.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify types of drawings and their functions.	1.1. Main types of <i>plans and drawings</i> used in the construction sector of the industry are identified. 1.2. <i>Key features</i> and functions of each type of drawing are identified. 1.3. <i>Quality requirements</i> of company operations are recognised and adhered to. 1.4. <i>Environmental requirements</i> and controls are identified from job plans, specifications and environmental plan.
2. Recognise amendments.	2.1. Title panel of <i>project documentation</i> is checked to verify latest amendments to drawing. 2.2. Amendments to <i>specifications</i> are checked to ensure currency of <i>information</i> and conveyed to others where appropriate.
3. Recognise commonly used symbols and abbreviations.	3.1. Construction symbols and abbreviations are recognised. 3.2. Legend is located on project drawings, and symbols and abbreviations are correctly interpreted.
4. Locate and identify key features on a site plan.	4.1. Orientation of the plan with the site is achieved. 4.2. Key features of the site are identified and located. 4.3. Access to site is gained and services, main features, contours and datum are identified.

ELEMENT	PERFORMANCE CRITERIA
5. Identify project requirements.	5.1. Dimensions for project and nominated locations are identified. 5.2. Construction types and dimensions for nominated locations are identified. 5.3. Environmental controls and locations are identified. 5.4. Location, dimensions and tolerances for ancillary works are identified.
6. Read and interpret job specifications.	6.1. Job specifications are identified from drawings, notes and descriptions. 6.2. Standards of work, finishes and tolerances are identified from the project specifications. 6.3. Material attributes are identified from specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations, including heights, areas, volumes and grades
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities

REQUIRED SKILLS AND KNOWLEDGE

- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- basic calculations of heights, areas, volumes and grades
- commonly used construction symbols and abbreviations
- construction terminology
- drawing conventions
- features of plans and elevations, including direction, scale, key, contours, symbols and abbreviations
- job safety analysis (JSA) and safe work method statements
- key features of formal job specifications
- processes for application of scales in plan preparation and interpretation
- project quality requirements
- site and equipment safety (OHS) requirements
- techniques for orienting/confirming the orientation of a plan.

Evidence Guide

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

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications

EVIDENCE GUIDE

- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- communicate and work effectively and safely with others
- for a minimum of two different projects, read and interpret the project plans, including:
 - confirmation of amendment status and drawings confirmed 'for construction'
 - orientation of plans to the ground
 - six key features on both the plan and the site
 - confirmation of six items of information from the title block of the project plans
 - six construction dimensions, levels and locations from the project plans
 - six ancillary works dimensions, levels and locations from the project plans
- for a minimum of two formal specifications, identify the dimensions, material requirements and processes to be followed.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies

EVIDENCE GUIDE

- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language,

EVIDENCE GUIDE

literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Plans and drawings include:

- construction plans
- cross-sectional plans
- dimensions and notes
- illustrations
- longitudinal plans
- project specifications
- site plans
- structural detail and specification providing illustrations and dimensions.

Key features of plans and specifications include:

- characteristics
- compatibility
- construction
- location
- pattern dimension
- quantities
- sizes
- type of product or service.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications, where specified
- workplace operations and procedures.

RANGE STATEMENT

Environmental requirements
include:

- clean-up management
- waste management.

Project documentation includes:

- contracts
- drawings
- schedule of rates
- specifications
- standard procedures and practices
- supplementary specifications
- work schedules.

Specifications include:

- detail relating to materials and quality of work, quality assurance, nominated subcontractors, and provision of site access/facilities
- details relating to performance, including:
 - characteristics
 - material types
 - standards of work
 - tolerances
 - treatments and finishes.

Information includes:

- diagrams or sketches and graphics
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions
- maps
- material safety data sheets (MSDS)
- memos
- organisation work specifications and requirements.
- plans and specifications
- regulatory and legislative requirements pertaining to operations and the environment
- relevant Australian standards
- safe work procedures related to construction site operations
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules.

Material attributes include:

- characteristics
- construction requirements
- treatments and finishes

RANGE STATEMENT

- types.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCCM3001A Operate elevated work platforms

Modification History

Not applicable.

Unit Descriptor

This unit of competency specifies the outcomes required to safely and effectively operate some types of elevated work platforms (EWPs) in a variety of different terrains and situations to access isolated work areas. The unit includes locating, setting up, operating and shutting down EWPs.

In addition to achievement of this competency, an EWP operator may need to obtain additional certification of training and experience before being allowed to operate the equipment.

This unit of competency specifies the outcomes required to safely and effectively operate some types of elevated work platforms (EWPs) in a variety of different terrains and situations to access isolated work areas. The unit includes locating, setting up, operating and shutting down EWPs.

In addition to achievement of this competency, an EWP operator may need to obtain additional certification of training and experience before being allowed to operate the equipment.

Application of the Unit

This unit of competency assists in the safe and effective operation of electrical, hydraulic or mechanical EWPs. The unit does not cover powered telescoping devices, hinged devices or articulated devices, or any combination of these used to support a platform on which personnel, equipment and materials may be elevated to perform work and which has a boom length of 11 metres or more. An OHS authority Certificate of Competency may be required to operate boom type EWPs of 11 metres or more in some jurisdictions.

This unit of competency assists in the safe and effective operation of electrical, hydraulic or mechanical EWPs. The unit does not cover powered telescoping devices, hinged devices or articulated devices, or any combination of these used to support a platform on which personnel, equipment and materials may be elevated to perform work and which has a boom length of 11 metres or more. An OHS authority Certificate of Competency may be required to operate boom type EWPs of 11 metres or more in some jurisdictions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM1006A	Work safely at heights

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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 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

Elements and Performance Criteria

Element	Performance Criteria
1 Plan and prepare.	1.1 Work planning and preparation are conducted using plans, specifications, quality requirements and operational details, obtained, confirmed and applied from relevant information . 1.2 Safety (OHS) requirements for the types of EWP to be operated are followed in accordance with

- safety plans and policies.
- 1.3 Signage and barricade requirements are identified and implemented.
 - 1.4 Plant, **tools and equipment** and **personal protective equipment** are selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement.
 - 1.5 Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
 - 1.6 **Environmental requirements** are identified for the project in accordance with environmental plans and **statutory and regulatory authority** obligations, and are applied.
- 2 Conduct routine checks of platform.
- 2.1 Power source is determined and connected to platform equipment according to manufacturer specifications.
 - 2.2 Routine pre-operational equipment checks are carried out in accordance with checklist from operator's manual or manufacturer specifications.
 - 2.3 Equipment is switched on in accordance with start up procedures and controls are checked for correct operation and ease of movement.
 - 2.4 **Emergency safety devices** are checked to comply with instructions from operator's manual and checked for manual operation.
 - 2.5 Work location is checked for level ground or floor surface to determine stabilising and safe working area requirements.
- 3 Locate equipment in place for work application.
- 3.1 Platform is positioned for work application and stabilisers are engaged to set equipment base level into place according to **safe operating procedures** .
 - 3.2 Tools, equipment and materials are placed into bucket or on platform according to job application requirements.

4 Elevate platform to work location.	4.1 Harness is fitted securely and lanyard connected to attachment point.
	4.2 EWP operation and controls are operated to manufacturer recommendations and platform is elevated to work position.
	4.3 Power is switched off where specified and locking devices are engaged according to operator's manual.
	4.4 Work is carried out to job specification and safety (OHS) requirements of operator's manual.
5 Lower platform and shut down.	5.1 Controls are operated to manufacturer recommendations and platform is lowered to down position.
	5.2 Shut down procedures are carried out to operator's manual and equipment is switched off.
6 Clean up.	6.1 Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.
	6.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.
	6.3 Work completion procedures are applied and relevant personnel notified that work is finished.

Required Skills and Knowledge

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

Required skills

Required skills for this unit are:

communication skills to:

identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials

numeracy skills to apply measurements and make calculations

organisational skills, including the ability to plan and set out work

teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities

technological skills to:

- determine requirements
- enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
- follow instructions
- read and interpret:
- report faults
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals

written skills to complete inspection log and handover

documentation from a variety of sources

drawings and specifications

use a range of mobile technology, such as two-way radio and mobile phones

voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- designs, functions and operational limitations of EWP equipment
- EWP equipment types and OHS authority certification of competency requirements
- EWP techniques
- fault finding and identification
- general construction terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of load mass requirements
- quality requirements
- relevant Acts, regulations and codes of practice
- safe working at heights

signalling methods and communications

types, characteristics, uses and limitations of plant, tools and equipment

workplace and equipment safety requirements.

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

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

locate, interpret and apply relevant information, standards and specifications

comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations

comply with organisational policies and procedures, including quality requirements

safely and effectively use tools, plant and equipment

communicate and work effectively and safely with others

complete set up and operation of a range of EWPs as listed in the range statement, including all functions.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

an induction procedure and requirement

realistic tasks or simulated tasks covering the mandatory task requirements

relevant specifications and work instructions

tools and equipment appropriate to applying safe work practices

support materials appropriate to activity

workplace instructions relating to safe work practices and addressing hazards and emergencies

material safety data sheets

research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package

include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

reinforce the integration of employability skills with workplace tasks and job roles

confirm that competency is verified and able to be transferred to other circumstances and

environments.

Validity and sufficiency of evidence requires that:

competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge

all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Work planning and preparation include: assessment of conditions and hazards

consideration that EWPs must not be operated anywhere with overhead powerlines above, or within specified clearance distances set out in documentation such as Electrical Safety - Power line NO GO Zones, unless permission has been obtained from the power authority and a JSA has been developed

determination of work requirements

equipment defect identification

work site inspection.

Information includes:

diagrams or sketches

instructions issued by authorised organisational or external personnel

manufacturer specifications and instructions where specified

MSDS

memos

regulatory and legislative requirements pertaining to EWPs

relevant Australian standards

safe work procedures related to operating EWPs, including the safe working load written on the EWP which must be checked to ensure it is not exceeded

signage

verbal or written and graphical instructions

work bulletins

work schedules, plans and specifications.

Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

procedures related to equipment operation, including emergency shutdown and stopping, extinguishing equipment fires, organisational first aid requirements and evacuation

handling of materials

hazard control

hazardous materials and substances

organisational first aid

personal protective clothing and equipment

use of firefighting equipment
use of tools and equipment
workplace environment and safety.

Types of EWP :

EWPs include scissor lifts, boom and knuckle boom lifts with a boom length under 11 metres

EWPs are classified as:

trailer mounted boom lift (TL)

self-propelled boom lift (BL)

vertical lift (VL)

scissor lift (SL)

truck-mounted boom lift (TM), which is not covered by this unit of competency.

Tools and equipment include:

EWPs, extension leads, logbooks, service manuals, operation manuals, safety harnesses and lanyards

special attachments, which may have to be installed if equipment is to be shifted with the EWP, as lifting loads via cables and ropes from an EWP is not permitted.

Personal protective equipment includes:

that prescribed under legislation, regulations, codes of practice and workplace policies and practices.

Environmental requirements include:

clean-up protection
noise and dust
sedimentation control
vibration
waste management.

Statutory and regulatory authorities include:

federal, state and local authorities
administering applicable Acts, regulations and codes of practice.

Emergency safety devices include:

bleed valves
electronic override
emergency descent devices
ground controls

Safe operating procedures include:

hydraulic accumulators.

conduct of operational risk assessment and treatments associated with:

not using slab terrain EWPs on any surface other than concrete or level asphalt.

earth leakage boxes

lighting

power cables, including overhead service trays, cables and conduits

restricted access barriers

surrounding structures

traffic control

trip hazards

work site visitors and the public

working at heights

working in confined spaces

working in proximity to others

working with dangerous materials

Harnesses include:

energy or shock absorbers that must be used with all fall arrest lanyard, harness and inertia reel systems

full body rescue harness

lanyards and inertia reels, which should be attached to the harness installed so that the maximum distance a person equipped with a harness would free fall before the fall arrest system takes effect is 2 metres.

EWP operation includes:

boom up and down

operate attachments

operate outriggers

slew left and right

telescope in and out.

Unit Sector(s)

Construction

Construction

Functional Area

empty

empt

CPCCLDG3001A Licence to perform dogging

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit specifies the outcomes required to perform slinging techniques, including the selection and inspection of lifting gear and/or the directing of the crane operator in the movement of the load when the load is out of view of the crane/ operator for licensing purposes.

Application of the Unit

Application of the unit This unit covers the scope of work to demonstrate competency in the application of slinging techniques, selection and inspection of lifting gear and/or the directing of the crane/ operator in the movement of the load.

This unit is based upon the National Standard for Licensing Persons Performing High Risk Work.

This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan job.	1.1. Site information is obtained and related to the task. 1.2. Hazards and potential hazards associated with the slinging and directing of loads are identified. 1.3. Hazard control measures consistent with appropriate standards are identified to ensure the safety of personnel and equipment. 1.4. The weight, dimensions and centre of gravity of the load are identified and assessed. 1.5. Suitable lifting/slinging points on the load are identified. 1.6. Appropriate lifting equipment needs are assessed. 1.7. Appropriate communication methods are assessed with crane/ operators and other appropriate personnel. 1.8. Manufacturer's specifications/information is obtained for special loads where necessary.
2. Select and inspect equipment.	2.1. Lifting equipment appropriate to the task is selected. 2.2. Lifting equipment is inspected for serviceability. 2.3. Damaged or excessively worn lifting equipment is identified, labelled and rejected.

ELEMENT	PERFORMANCE CRITERIA
	2.4. Appropriate communication methods for the crane/operator and appropriate personnel are selected. 2.5. Appropriate communication equipment is selected and its serviceability is checked. 2.6. Appropriate personal protective equipment (PPE) is selected and checked.
3. Prepare site and equipment.	3.1. Hazard prevention/control measures are applied consistent with appropriate standards to ensure the safety of personnel and equipment. 3.2. Appropriate slinging method is selected. 3.3. Lifting equipment is prepared and assembled where appropriate. 3.4. Load destination is prepared.
4. Perform task.	4.1. Lifting equipment is attached and secured to the lifting hook using appropriate techniques. 4.2. Lifting hook is positioned over the load centre of gravity. 4.3. Lifting equipment is attached and secured to the load in an appropriate manner. 4.4. Tag line is attached and secured where appropriate. 4.5. Test lift is conducted to ensure security of load. 4.6. Load is moved maintaining stability and control at all times. 4.7. Appropriate communication methods and communication signals are applied to safely coordinate the load movement both within sight and out-of-sight of crane operator. 4.8. The load is landed to ensure that it is stable and secure from movement. 4.9. Lifting equipment is removed or disconnected from load and prepared for next task or storage.
5. Shut down job and clean up.	5.1. Unserviceable lifting equipment inspected and rejected. 5.2. Defective equipment is isolated and tagged. 5.3. Lifting equipment is stored in accordance with procedures and appropriate standards. 5.4. Hazard prevention/control measures are removed where appropriate. 5.5. Excess materials from the work area are removed (where applicable).

ELEMENT**PERFORMANCE CRITERIA**

5.6. Defects are reported and recorded according to procedures and appropriate action is taken.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication techniques in the workplace including whistles, hand signals and use of fixed channel two-way radios
- communication skills at a level sufficient to communicate with other site personnel
- calculate rated capacity of lifting equipment
- apply different methods for making temporary connections to loads using fibre and synthetic ropes
- ability to interpret rated capacity and working load limit tags
- hazard identification and control
- slinging techniques
- selection and inspection of lifting equipment
- directing crane operators in the moving of loads in a safe manner, using a slewing crane
- inspection and care of a wide range of lifting equipment to appropriate Australian Standards and/or manufacturer's specifications.

Required knowledge

Required knowledge for this unit is:

- appropriate mathematical procedures for estimation and measurement of loads
- basic knowledge of types of cranes and their functions
- Commonwealth, state or territory OHS legislation, standards and codes of practice relevant to the full range of techniques for undertaking dogging activities
- load stability and safety factors in line with manufacturer's specifications
- types of lifting equipment and slinging techniques for use, and their limitations and performance in a wide range of conditions (including but not limited to slings, beams, accessories, clamps, work-boxes, bins and pallets)
- understanding of the hierarchy of control.

Evidence Guide

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

Successful assessment of this unit meets the competency requirement of the National Standard for licensing Persons Performing High Risk Work.

State/Territory OHS regulators have mandated the use of Assessment Instruments and Instructions for Assessment of this unit which have been endorsed by the national body responsible for OHS matters.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- comply with Commonwealth, state or territory OHS legislation, standards relevant to safe dogging and crane operations.
- communicate and work safely with others in the work area.
- apply Hazard prevention and control measures consistent with appropriate standards.
- apply to move loads in conjunction with cranes including, the reading of tags, slinging, loading, directing and landing loads with a slewing mobile crane with a telescopic boom and a winch, in and out of sight of the crane/operator, moving four loads of varying shapes, sizes and weights.
- use fibre and/or synthetic rope as tag lines, and connecting to loads using clove hitch, rolling hitch, bowline and single sheetbend.
- conduct pre and post operational checks of the lifting equipment.
- Assessment of the safe and effective application of knowledge and skill to workplace tasks (performance) must be undertaken using the national OHS endorsed Assessment Instrument
- Assessment of performance must be

Context of and specific resources for assessment

EVIDENCE GUIDE

undertaken either in the workplace or in a realistically simulated workplace setting

- Assessors must ensure that the assessment in the workplace is organised through a workplace supervisor to ensure that all the required equipment and materials and a suitable working area is made available to suit the assessment and the workplace
- Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment is to comply with the requirements of any relevant Standards or operating procedures for dogging activities
- Applicants must have access to:
 - personal protective equipment (PPE) for the purpose of the performance assessment.
 - four different loads as prescribed in the endorsed assessment instrument
 - lifting and associated equipment
 - suitable slewing crane
 - communication equipment (eg. fixed channel, two-way radios) as applicable.

Method of assessment

Assessment must be conducted using the national OHS endorsed Assessment Instrument. This Instrument provides instruction on the application of the assessment.

Assessment may be in conjunction with the assessment of other units of competency.

The use of '**simulators**' in the assessment of this unit of competency is **not acceptable**.

Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge.

Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Guidance information for assessment

Further information about endorsed Assessment Instruments may be obtained from state/territory OHS regulators.

Range Statement

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.

Site information may include but not be limited to

- local conditions such as access and egress
- work method statements.

Hazards may include but not limited to:

- ground stability (eg. ground condition, recently filled trenches, slopes)
- overhead hazards (e.g. power lines, service pipes, trees, buildings, etc)
- insufficient lighting
- traffic (e.g. pedestrians, vehicles, plant)
- weather (e.g. wind, lightning, storms)
- other specific hazards (e.g. trip hazards, heights, radio interference, etc).

Hazard prevention/control measures

The systematic process of eliminating or reducing the risk to personnel and property through the application of controls.

It includes the application of the hierarchy of controls, including:

1. elimination.
2. substitution.
3. isolation.
4. engineered control measures.
5. safe work practices.
6. personal protective equipment.

Appropriate standard s may include:

- codes of practice
- legislation
- Australian Standards
- manufacturer's specifications
- industry standards.

RANGE STATEMENT

Lifting Equipment may include but not limited to:

- fibre ropes
- wire ropes
- chain
- wire and synthetic slings
- shackles
- eyebolts
- beam clamps
- plate clamps
- spreader beams
- lifting beams
- pallet forks and cages
- concrete kibbles
- personnel boxes.

Communication Methods may include but are not limited to:

- written instructions
- signage,
- hand signals
- listening
- questioning to confirm understanding
- appropriate worksite protocol.

Cranes may include but not limited to:

- tower cranes (including self erecting)
- portal boom cranes
- vehicle loading cranes
- slewing mobile cranes
- non-slewing cranes
- derrick cranes.

Appropriate personnel may include but are not limited to:

- supervisors
- colleagues
- managers who are authorised to take responsibility for the workplace or operations.

Communication Equipment may include but not limited to:

- fixed channel two-way radios
- whistles
- bells.

Personal protective equipment (PPE) may include but not limited to:

- hard hat
- safety boots
- gloves
- high visibility clothing
- reflective vest
- relevant breathing, hearing, sight, skin and sun protection.

Load destination may include but

- ground

RANGE STATEMENT

not limited to:

- loading platforms
- suspended floors
- vehicles.

Communication signals may include but not limited to:

- stop - hand
- stop - whistle
- hoist up - hand
- hoist up - whistle
- hoist down - hand
- hoist down - whistle
- luff boom down - hand
- luff boom down - whistle
- luff boom up - hand
- luff boom up - whistle
- telescope out - hand
- telescope out - whistle
- telescope in - hand
- telescope in - whistle
- slew left - hand
- slew left - whistle
- slew right - hand
- slew right - whistle.

Defective Equipment may include but not limited to:

- excessive wear
- damage
- stretched
- broken wires
- cut/damaged fibres.

Unit Sector(s)

Unit sector

Construction

Co-requisite units

Co-requisite units

Nil

Co-requisite units Nil

Functional area

Functional area

CPCCLRG3001A Licence to perform rigging basic level

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit specifies the outcomes required to perform basic rigging work associated with movement of plant and equipment, steel erections, hoists (including mast climbing hoists), placement of pre-cast concrete, safety nets and static lines, perimeter safety screens and shutters; and cantilever crane loading platforms for licensing purposes.

Application of the Unit

Application of the unit This unit requires the applicant to be able plan the work, select and inspect equipment, set up task, erect structures and plant and dismantle structures and plant.

This unit is based upon the National Standard for Licensing Persons Performing High Risk Work.

This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

This unit has a pre-requisite requirement. This requirement may be met by either the successful completion of the unit *CPCCLDG3001A Licence to perform dogging* or holding a valid licence for dogging.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

CPCCLDG3001A

Licence to perform dogging

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Plan job.	1.1. Task to be undertaken is assessed. 1.2. Potential workplace <i>hazards</i> are identified. 1.3. <i>Hazard control measures</i> are identified consistent with <i>appropriate standards</i> to ensure the safety of personnel and equipment. 1.4. Site information is obtained. 1.5. All <i>forces and loads</i> associated with erecting and dismantling <i>structures</i> and <i>associated plant</i> are considered in consultation with <i>appropriate personnel</i>. 1.6. <i>Rigging equipment</i> and <i>associated equipment</i> are identified in consultation with appropriate personnel according to <i>procedures</i> and site information.

ELEMENT	PERFORMANCE CRITERIA
	1.7. <i>Safety equipment</i> is identified. 1.8. Appropriate communication methods are identified with appropriate personnel.
2. Select and inspect equipment.	2.1. Rigging equipment and associated equipment are selected and inspected according to procedures and the appropriate standard. 2.2. Safety equipment is selected and inspected according to procedures. 2.3. All defective rigging equipment, associated equipment and safety equipment is isolated, reported and recorded according to procedures. 2.4. Communication equipment is selected and inspected for serviceability (where applicable).
3. Set up task.	3.1. Appropriate hazard prevention/control measures are applied to the work area according to procedures. 3.2. Ground suitability is inspected and checked (where appropriate). 3.3. Site information is reviewed, interpreted and communicated to appropriate personnel and appropriate personnel. 3.4. All forces and loads associated with erecting and dismantling structures and associated plant are determined in consultation with appropriate personnel. 3.5. Safety equipment is fitted and worn correctly (where appropriate). 3.6. Rigging equipment and associated plant are positioned for work application and stability according to procedures. 3.7. Methods of applying temporary connections using fibre rope are applied according to procedures and the appropriate standard.
4. Erect structures and plant.	4.1. Structures and associated plant are erected according to procedures and site information. 4.2. Stability of structures and associated plant is maintained during erection according to procedures. 4.3. Work is conducted safely at heights including safe and effective use of safety equipment. 4.4. Appropriate communication methods and communication equipment, are used to co-ordinate the tasks. 4.5. Associated plant and rigging equipment is used

ELEMENT**PERFORMANCE CRITERIA**

	according to procedures and the appropriate standard.
	4.6. Temporary guys, ties, propping and shoring, including <i>flexible steel wire rope</i> , and tubing, are connected where required.
	4.7. Associated equipment is used in a safe and appropriate manner.
	4.8. The completed task is inspected according to the appropriate standard.
	4.9. Excess materials are removed from the work area (where applicable).
5. Dismantle structures and plant.	5.1. Structures and associated plant are dismantled according to procedures and the appropriate standard.
	5.2. Work is conducted safely at heights including safe and effective use of safety equipment.
	5.3. Stability of structures and associated plant is maintained during dismantling according to procedures.
	5.4. Rigging equipment, associated equipment, safety equipment and associated plant are inspected for damage and defects.
	5.5. All defective rigging equipment, associated equipment, associated plant and safety equipment are isolated reported and recorded according to procedures.
	5.6. Rigging equipment and associated equipment are stored. according to procedures and the appropriate standard.
	5.7. Hazard prevention/control measures are removed (where appropriate).

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

REQUIRED SKILLS AND KNOWLEDGE

Required skills for this unit are:

- ability to calculate Safe Working Load (SWL) and Working Load Limit (WLL)
- ability to erect and dismantle, level, plumb and stabilise associated plant and structures
- ability to work safely at heights including the correct application of safety equipment.
- accurate interpretation of basic structural charts and structural plans (site information)
- applying methods for making temporary connections of ropes using fibre and synthetic types
- apply methods of splicing and whipping fibre and synthetic ropes
- correct application and use of all rigging and associated equipment
- risk assessment and hazard control strategies
- interpersonal and communication skills at a level sufficient to site/workplace requirements. This includes the relevant communication methods and equipment.
- verify problems and equipment faults and demonstrate appropriate response.

Required knowledge

Required knowledge for this unit is:

- appropriate mathematical procedures for estimation and measurement of loads
- ability to interpret manufacturer's specifications for all plant and equipment use in rigging operations
- knowledge of principles relating to all plant, equipment and structural stability
- knowledge of the types and functions of rigging, safety and associated equipment including an understanding of their limitations.
- organisational and workplace standards, requirements, policies and procedures for rigging
- understanding of the hierarchy of hazard identification and control
- relevant Commonwealth, state or territory and local government OHS legislation, standards and codes of practice for undertaking rigging activities
- understanding of inspection and maintenance requirements of a wide range of appropriate plant and equipment in line with Australian Standards or manufacturer's specifications
- estimation of ground bearing pressures of the full range of soil types and associated ground conditions for setting up plant and equipment.

Evidence Guide

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

Successful assessment of this unit meets the competency requirement of the National Standard for licensing Persons Performing High Risk Work.

State/Territory OHS regulators have mandated the use of Assessment Instruments and Instructions for Assessment endorsed by the national body responsible for OHS matters for the assessment of this unit.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- comply with OHS licensing legislation.
- effectively communicate and work safely with others in the work area.
- effectively conduct risk assessment and management procedures.
- effectively complete the following tasks:-
 - inspection of all plant and equipment, and
 - installation of a fall arrest system (Static line), and
 - use of a safety harness / fall arrest system, and
 - installation of crane loading platforms and
 - installation of a safety net, and
 - installation of a shutter and safety screen, and
 - demonstrated ability to work safely at heights, and
 - erection of structural steel, and
 - erection of precast panel, and
 - set up and operation of a winch for load movement, and
 - installation of a materials hoist, or
 - installation of a mast climber.
- effectively demonstrate the following knots,

EVIDENCE GUIDE

	bends and hitches:- • Sheet bend, • Becket hitch, • Running bowline, • Double bowline. • effectively demonstrate the following splices and whippings:- • Eye splice, • Back splice, • Short splice, • Sail makers whipping, • Common whipping, • West countryman's
Context of and specific resources for assessment	Assessment of the safe and effective application of knowledge and skill to workplace tasks (performance) must be undertaken using the National OHS endorsed Assessment Instrument. Assessment of performance must be undertaken either in the workplace or in a realistically simulated workplace setting. Assessors must ensure that the assessment in the workplace is organised to ensure that all the required equipment and materials and a suitable working area is made available to suit the assessment and the workplace. Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints. Assessment is to comply with the requirements of any relevant Standards or operating procedures for basic rigging. Applicants must have access to: • personal protective equipment (PPE) for the purpose of the Performance Assessment. • appropriate safety equipment in safe condition • appropriate rigging equipment, associated equipment associated plant in safe condition as described in the endorsed assessment instrument • communication equipment (e.g. two-way

EVIDENCE GUIDE

	radios) where applicable • appropriate materials as required for safe erection of structures • appropriate materials for conducting fibre rope slicing, whipping, knots, bends and hitches.
Method of assessment	Assessment must be conducted using the national OHS endorsed Assessment Instruments. These Instruments provide advice on their application. The use of 'simulators' in the assessment of this unit of competency is not acceptable. Assessment may be in conjunction with the assessment of other units of competency. Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
Guidance information for assessment	Further information about endorsed Assessment Instruments may be obtained from state/territory OHS regulators.

Range Statement

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.

- Hazards** may include but are not limited to:
- ground stability (e.g. ground condition, recently filled trenches, slopes)
 - overhead hazards (e.g. power lines, service pipes) (**NB:** minimum clearance distance from powerlines or electrical equipment as determined by relevant state authority or

RANGE STATEMENT

	electrical supply authority.) • traffic (e.g. pedestrians, vehicles, other plant) • insufficient lighting • environmental conditions (e.g. wind, lightning, storms) • other specific hazards (e.g. dangerous materials).
Hazard control measures:	Refers to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls. It includes the application of the hierarchy of control, the six-step preference of control measures to manage and control risk: • elimination • substitution • isolation • engineering control measures • using safe work practices • personal protective equipment.
Appropriate standards may include:	• codes of practice • legislation • Australian Standards • manufacturer's specifications • industry standards (where applicable).
Site Information may include, but not limited to:	• local conditions such as access and egress, • work method statements, • site specific job safety analyses and other site specific documentation as required. • task plans / Schedules and structural plans.
Forces and Loads may include, but not limited to:	• dead loads • live loads • static load • dynamic loads • wind loads.
Structures may include but are not limited to:	• structural steel • precast panels.
Associated plant may include but not limited to:	• static lines • safety nets • hoists

RANGE STATEMENT

Appropriate personnel may include:

- mast climbers
- loading platforms.
- engineers
- supervisors
- colleagues
- managers who are authorised to take responsibility for the workplace or operations.

Rigging Equipment may include but is not limited to:

- scaffolds
- elevated work platforms
- personnel box
- cantilevered crane loading platforms
- mast climbers.
- safety screens and shutters
- cranes including but not limited to:
 - non-slewing cranes
 - mobile slewing cranes
 - vehicle loading cranes
 - tower cranes
 - self-erecting tower cranes
 - portal boom cranes
 - derrick cranes
 - bridge and gantry cranes.

Associated equipment may include but is not limited to:

- all types of power and manually operated lifting gear
- fibre ropes
- flexible steel wire rope (FSWR)
- chains
- wire and synthetic slings
- shackles
- terminations
- wedge sockets
- eye bolts
- beam clamps
- plate clamps
- rope grips
- turnbuckles
- rigging screws
- chain blocks
- lever blocks
- lever-action winches

RANGE STATEMENT

	• sheaves • spreader bars • lifting beams • jacks • levers • skates • wedges • rollers • girder trolley
Procedures may include but is not limited to:	• manufacturer's guidelines (instructions, specifications or checklists) • industry operating procedures, relevant codes of practice • workplace procedures (work instructions, operating procedures, checklists).
Safety Equipment may include but not limited to:	• safety harness • energy absorber • lanyard • inertia reel • static safety lines • safety nets.
Communication Methods may include but is not limited to:	• verbal and non-verbal language • written instructions • signage • hand signals • listening, • questioning to confirm understanding, and appropriate worksite protocol. NB: Mobile phones are not to be used for signalling purposes during the rigging process.
Communication equipment may include but is not limited to:	• fixed channel two-way radios
Hazard prevention/control measures may include but is not limited to:	• safety tags on electrical switches/isolators • powerlines are insulated • safety observer used inside exclusion zone • power disconnected • traffic barricades and control • pedestrian barricades • trench covers

RANGE STATEMENT

	• movement of obstructions • personal protective equipment • adequate illumination • safety shutters and screens.
Ground suitability may include but is not limited to:	• rough uneven ground • backfilled ground • soft soils • hard compacted soil • rock • bitumen • concrete • suspended concrete floors • building roofs • landings • ground bearing pressure.
Appropriate personnel may include but not limited to	• other riggers • doggers • crane operators.
Temporary connections may include but not limited to:	• knots • bends • hitches • spicing • whipping.
Flexible Steel Wire Rope (FSWR) includes:	• identification, uses and connections. May include termination for: • static lines, • guys, • purchase systems, • lashing, • cranes, • hoist and winch ropes.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCLRG3002A Licence to perform rigging intermediate level

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit specifies the outcomes required to perform rigging work at the intermediate level, which includes all the outcomes for rigging work at the basic level, and also includes rigging of cranes, rigging of conveyors, rigging of dredges and excavators, rigging associated with tilt slabs, rigging associated with demolition work, and dual lifts for licensing purposes.

Application of the Unit

Application of the unit This unit requires the applicant to be able plan the work, select and inspect equipment, set up task, erect structures and plant and dismantle structures and plant.

This unit is based upon the National Standard for Licensing Persons Performing High Risk Work.

This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

This unit has a pre-requisite requirement. This requirement may be met by either the successful completion of the unit *CPCCLRG3001A Licence to perform rigging basic level* or holding a valid licence for basic rigging.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

CPCCLRG3001A	Licence to perform rigging basic level

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1. Plan job.	1.1.Task to be undertaken is assessed 1.2.Potential workplace <i>hazards</i> are identified 1.3.<i>Hazard control measures</i> are identified consistent with <i>appropriate standards</i> to ensure the safety of personnel and equipment 1.4.Site information is obtained 1.5.All <i>forces and loads</i> associated with erecting and dismantling <i>structures</i> and <i>associated plant</i> are considered in consultation with <i>appropriate personnel</i>. 1.6.<i>Rigging equipment</i> and <i>associated equipment</i> are identified in consultation with appropriate personnel

ELEMENT	PERFORMANCE CRITERIA
	according to procedures and site information.
	1.7. Safety equipment is identified.
	1.8. Appropriate communication methods are identified with appropriate personnel.
2. Select and inspect equipment.	2.1. Rigging equipment and associated equipment are selected and inspected according to procedures and the appropriate standard.
	2.2. Safety equipment is selected and inspected according to procedures.
	2.3. All defective rigging equipment, associated equipment and safety equipment is isolated, reported and recorded according to procedures.
	2.4. Communication equipment is selected and inspected for serviceability (where applicable)
3. Set up tasks.	3.1. Appropriate hazard prevention/control measures are applied to the work area according to procedures.
	3.2. Ground suitability is inspected and checked (where appropriate).
	3.3. Site information is reviewed, interpreted and communicated to appropriate personnel and appropriate personnel .
	3.4. All forces and loads associated with erecting and dismantling structures and associated plant are determined in consultation with appropriate personnel.
	3.5. Safety equipment is fitted and worn correctly (where appropriate).
	3.6. Rigging equipment and associated plant are positioned for work application and stability according to procedures.
4. Erect structures and plant.	4.1. Structures and associated plant is erected according to procedures and site information.
	4.2. Stability of structures and associated plant is maintained during erection according to procedures.
	4.3. Work is conducted safely at heights including safe and effective use of safety equipment.
	4.4. Appropriate communication methods and communication equipment, are used to co-ordinate the tasks.
	4.5. Temporary guys, ties, propping and shoring, including flexible steel wire rope , and tubing, are connected where required.

ELEMENT	PERFORMANCE CRITERIA
	4.6. Associated plant and rigging equipment is used according to procedures and the appropriate standard. 4.7. Associated equipment is used in a safe and appropriate manner. 4.8. The completed task is inspected according to the appropriate standard. 4.9. Excess materials are removed from the work area (where applicable)
5. Dismantle structures and plant.	5.1. Structures and associated plant are dismantled according to procedures and the appropriate standard. 5.2. Work is conducted safely at heights including safe and effective use of safety equipment. 5.3. Stability of structures and associated plant is maintained during dismantling according to procedures. 5.4. Rigging equipment, associated equipment, safety equipment and associated plant are inspected for damage and defects 5.5. All defective rigging equipment, associated equipment, associated plant and safety equipment are isolated reported and recorded according to procedures. 5.6. Rigging equipment and associated equipment are stored according to procedures and the appropriate standard. 5.7. Hazard prevention/control measures are removed (where appropriate)

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to calculate Safe Working Load (SWL) and Working Load Limit (WLL)

REQUIRED SKILLS AND KNOWLEDGE

- ability to erect and dismantle, level, plumb and stabilise associated plant and structures
- ability to work safely at heights including the correct application of safety equipment.
- accurate interpretation of structural charts and structural plans (site information)
- correct application and use of all rigging and associated equipment
- risk assessment and hazard control strategies
- interpersonal and communication skills at a level sufficient to site/workplace requirements. This includes the relevant communication methods and equipment.
- verify problems and equipment faults and demonstrate appropriate response.

Required knowledge

Required knowledge for this unit is:

- appropriate mathematical procedures for estimation and measurement of loads
- ability to interpret manufacturer's specifications for all plant and equipment use in rigging operations
- knowledge of principles relating to all plant, equipment and structural stability
- knowledge of the types and functions of rigging, safety and associated equipment including an understanding of their limitations
- organisational and workplace standards, requirements, policies and procedures for rigging
- understanding of the hierarchy of hazard identification and control
- relevant Commonwealth, state or territory and local government OHS legislation, standards and codes of practice for undertaking rigging activities
- understanding of inspection and maintenance requirements of a wide range of appropriate plant and equipment in line with Australian Standards or manufacturer's specifications
- estimation of ground bearing pressures of the full range of soil types and associated ground conditions for setting up plant and equipment.

Evidence Guide

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

Successful assessment of this unit meets the competency requirement of the National Standard

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

for licensing Persons Performing High Risk Work. State/Territory OHS regulators have mandated the use of Assessment Instruments and Instructions for Assessment for this unit which have been endorsed by the national body responsible for OHS matters.

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- comply with OHS licensing legislation.
- effectively communicate and work safely with others in the work area.
- effectively conduct risk assessment and management procedures.
- effectively complete the following tasks:
 - adding and removing a tower crane section, or
 - adding and removing a crane lattice boom section, or
 - erecting a non guyed tower (e.g. light tower, and
 - perform a multiple crane lift, or
 - a multiple winch lift, or
 - a combination of a crane and winch lift, and
 - lifting and installing a series of tilt-up panels, or
 - lifting and installing a series of scenery panels (i.e. entertainment industry), and
 - demolish/remove a series of tilt-up panel structures, or
 - demolish/remove a series of scenery panel structures, and
 - demolishing a concrete encased structural steel column and beam.
- **NB:** All specifications for these performance tasks are detailed in the endorsed assessment instrument.
- effectively conduct pre and post operational checks of intermediate rigging equipment.

Context of and specific resources for assessment

Assessment of the safe and effective application of knowledge and skill to workplace tasks (performance) must be undertaken using the

EVIDENCE GUIDE

endorsed Assessment Instrument.

Assessment of performance must be undertaken either in the workplace or in a realistically simulated workplace setting.

Assessors must ensure that the assessment in the workplace is organised to ensure that all the required equipment and materials and a suitable working area is made available to suit the assessment and the workplace.

Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints.

Assessment is to comply with relevant appropriate standard requirements.

Applicants must have access to:

- personal protective equipment (PPE) for the purpose of the Performance Assessment
- appropriate safety equipment in safe condition
- appropriate rigging equipment, associated equipment associated plant in safe condition as described in the endorsed assessment instrument
- communication equipment (e.g. radios) where applicable
- appropriate materials as required for safe erection of structures.

Method of assessment

Assessment must be conducted using the endorsed Assessment Instruments. These Instruments provide advice on their application.

The use of '**simulators**' in the assessment of this unit of competency is **not acceptable**.

Assessment may be in conjunction with the assessment of other units of competency.

Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge.

Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

EVIDENCE GUIDE

Guidance information for assessment

Further information about endorsed Assessment Instruments may be obtained from state/territory OHS regulators.

Range Statement

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.

Hazards may include but not limited to:

- ground stability (e.g. ground condition, recently filled trenches, slopes)
- overhead hazards (e.g. power lines, service pipes) (**NB:** Minimum clearance distance from powerlines or electrical equipment as determined by relevant state authority or electrical supply authority)
- traffic (e.g. pedestrians, vehicles, other plant)
- insufficient lighting
- environmental conditions (e.g. wind, lightning, storms)
- other specific hazards (e.g. dangerous materials).

Hazard control measures:

Refers to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls.

It includes the application of the hierarchy of control, the six-step preference of control measures to manage and control risk:

- elimination
- substitution
- isolation
- engineering control measures
- using safe work practices
- personal protective equipment.

RANGE STATEMENT

<i>Appropriate standards</i> may include but are not limited to:	• codes of practice • legislation • Australian Standards • manufacturer's specifications • industry standards (where applicable).
<i>Site Information</i> may include but is not limited to:	• local conditions such as access and egress • work method statements • site-specific job safety analyses and other site specific documentation as required • task plans /schedules and structural plans.
<i>Forces and Loads</i> may include but are not limited to:	• dead loads • live loads • static load • dynamic loads • wind loads.
<i>Structures</i> may include but not limited to:	• concrete tilt-up panels • scenery panels (used in entertainment) • non guyed light towers.
<i>Associated plant</i> may include but is not limited to:	• all types of cranes • conveyors • dredges • excavators.
<i>Appropriate personnel</i> may include but not limited to:	• supervisors • engineers • colleagues • managers who are authorised to take responsibility for the workplace or operations.
<i>Rigging Equipment</i> may include but is not limited to:	• scaffolds • elevated work platforms • stages • personnel box • cantilevered crane loading platforms, • mast climbers • safety screens and shutters • cranes including but not limited to: • non-slewing cranes • mobile slewing cranes • vehicle loading cranes • tower cranes

RANGE STATEMENT

	• self-erecting tower cranes • portal boom cranes • derrick cranes • bridge and gantry cranes.
Associated equipment may include but is not limited to:	• all associated equipment at the basic rigging level, and • lifting clutches (swift lifts) • chain motors.
Procedures may include but are not limited to:	• manufacturer's guidelines (instructions, specifications or checklists) • industry operating procedures, relevant codes of practice • workplace procedures (work instructions, operating procedures, checklists).
Safety Equipment may include but is not limited to:	• safety harness • energy absorber • lanyard • inertia reel • safety nets • static lines.
Communication Methods may include but is not limited to:	• verbal and non-verbal language • written instructions • signage • hand signals • listening, • questioning to confirm understanding, and appropriate worksite protocol. NB: Mobile phones are not to be used for signalling purposes during the rigging process.
Communication equipment may include but is not limited to:	• fixed channel two-way radios
Hazard prevention/control measures may include but is not limited to:	• safety tags on electrical switches/isolators • powerlines are insulated • safety observer used inside exclusion zone • power disconnected • traffic barricades and control • pedestrian barricades • trench covers • movement of obstructions

RANGE STATEMENT

Ground suitability may include but is not limited to:

- personal protective equipment
- adequate illumination.
- rough uneven ground
- backfilled ground
- soft soils
- hard compacted soil
- rock
- bitumen
- concrete
- suspended concrete floors
- building roofs
- landings
- ground bearing pressure.

Appropriate personnel may include but not limited to:

- other riggers
- doggers
- crane operators.

Flexible Steel Wire Rope (FSWR) includes:

- identification, uses and connections.

May include termination for:

- static lines
- guys
- purchase systems
- lashing
- cranes
- hoist and winch ropes.

Unit Sector(s)

Unit sector

Construction

Co-requisite units

Co-requisite units

Nil

Functional area

Functional area

CPCCLRG4001A Licence to perform rigging advanced level

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit specifies the outcomes required to perform rigging work at the advanced level, which includes all the outcomes for rigging work at the basic and intermediate levels, and also includes rigging of gin poles and shear legs, flying foxes and cable ways, guyed derricks and structures, and suspended scaffolds and fabricated hung scaffolds for licensing purposes.

Application of the Unit

Application of the unit This unit requires the applicant to be able plan the work, select and inspect equipment, set up task, erect structures and plant and dismantle structures and plant.

This unit is based upon the National Standard for Licensing Persons Performing High Risk Work.

This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

This unit has a pre-requisite requirement. This requirement may be met by either the successful completion of the unit *CPCCLRG3002A Licence to perform rigging intermediate level* or holding a valid licence for intermediate rigging.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

CPCCLRG3002A

Licence to perform rigging
intermediate level

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Plan job.	1.1.Task to be undertaken is assessed. 1.2.Potential workplace <i>hazards</i> are identified. 1.3. <i>Hazard control measures</i> are identified consistent with <i>appropriate standards</i> to ensure the safety of personnel and equipment. 1.4.Site information is obtained. 1.5.All <i>forces and loads</i> associated with erecting and dismantling <i>associated plant</i> are considered in consultation with <i>appropriate personnel</i> . 1.6. <i>Rigging equipment</i> and <i>associated equipment</i> are identified in consultation with appropriate personnel according to <i>procedures</i> and site information.

ELEMENT	PERFORMANCE CRITERIA
	1.7. Safety equipment is identified. 1.8. Appropriate communication methods are identified with appropriate personnel.
2. Select and inspect equipment.	2.1. Rigging equipment and associated equipment are selected and inspected according to procedures and the appropriate standard. 2.2. Safety equipment is selected and inspected according to procedures. 2.3. All defective rigging equipment, associated equipment and safety equipment is isolated, reported and recorded according to procedures. 2.4. Communication equipment is selected and inspected for serviceability (where applicable)
3. Prepare site and equipment.	3.1. Appropriate hazard prevention/control measures are applied to the work area according to procedures. 3.2. Ground suitability is inspected and checked (where appropriate). 3.3. Site information is reviewed interpreted and communicated to appropriate personnel and appropriate personnel. 3.4. All forces and loads associated with erecting and dismantling associated plant are determined in consultation with appropriate personnel. 3.5. Safety equipment is fitted and worn correctly (where appropriate). 3.6. Rigging equipment and associated plant are positioned for work application and stability according to procedures. 3.7. Methods of applying temporary connections using fibre rope are applied according to procedures and the appropriate standard.
4. Erect structures and plant.	4.1. Associated plant is erected according to procedures and site information. 4.2. Stability of associated plant is maintained during erection according to procedures. 4.3. Work is conducted safely at heights including safe and effective use of safety equipment. 4.4. Appropriate communication methods and communication equipment, are used to co-ordinate the tasks. 4.5. Temporary guys, ties, propping and shoring, including flexible steel wire rope, and tubing, are

ELEMENT**PERFORMANCE CRITERIA**

	connected where required.
	4.6. Associated plant and rigging equipment is used according to procedures and the appropriate standard.
	4.7. Associated equipment is used in a safe and appropriate manner.
	4.8. The completed task is inspected according to the appropriate standard.
	4.9. Excess materials are removed from the work area (where applicable)
5. Dismantle structures and plant.	5.1. Associated plant is dismantled according to procedures and the appropriate standard.
	5.2. Work is conducted safely at heights including safe and effective use of safety equipment.
	5.3. Stability of associated plant is maintained during dismantling according to procedures.
	5.4. Rigging equipment, associated equipment, safety equipment and associated plant are inspected for damage and defects
	5.5. All defective rigging equipment, associated equipment, associated plant and safety equipment are isolated reported and recorded according to procedures.
	5.6. Rigging equipment and associated equipment are stored according to procedures and the appropriate standard.
	5.7. Hazard prevention/control measures are removed (where appropriate)

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

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

Required skills

Required skills for this unit are:

- ability to calculate Safe Working Load (SWL) and Working Load Limit (WLL)
- ability to erect and dismantle, level, plumb and stabilise associated plant

REQUIRED SKILLS AND KNOWLEDGE

- ability to work safely at heights including the correct application of safety equipment.
- accurate interpretation of structural charts and structural plans (Site information)
- applying methods for making temporary connections of ropes using fibre and synthetic types
- correct application and use of all rigging and associated equipment
- risk assessment and hazard control strategies
- interpersonal and communication skills at a level sufficient to site/workplace requirements. This includes the relevant communication methods and equipment.
- verify problems and equipment faults and demonstrate appropriate response.

Required knowledge

Required knowledge for this unit is:

- appropriate mathematical procedures for estimation and measurement of loads
- ability to interpret manufacturer's specifications for all plant and equipment use in rigging operations
- knowledge of principles relating to all plant, equipment and structural stability
- knowledge of the types and functions of rigging, safety and associated equipment including an understanding of their limitations
- organisational and workplace standards, requirements, policies and procedures for rigging
- understanding of the hierarchy of hazard identification and control
- relevant Commonwealth, state or territory and local government OHS legislation, standards and codes of practice for undertaking rigging activities
- understanding of inspection and maintenance requirements of a wide range of appropriate plant and equipment in line with Australian Standards or manufacturer's specifications
- estimation of ground bearing pressures of the full range of soil types and associated ground conditions for setting up plant and equipment.

Evidence Guide

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

Successful assessment of this unit meets the competency requirement of the National Standard

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

for licensing Persons Performing High Risk Work.

State/Territory OHS regulators have mandated the use of Assessment Instruments and Instructions for Assessment for this unit which have been endorsed by the national body responsible for OHS matters

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- comply with OHS licensing legislation.
- effectively communicate and work safely with others in the work area.
- effectively conduct risk assessment and management procedures.
- effectively complete the following tasks:
 - rig a span rope, or
 - rig a flying fox, and
 - install a swinging stage, or
 - install a bosuns chair, and
 - set up a gin pole and conduct a lift with a powered winch, and
 - erect and dismantle a hung or suspended scaffold

NB: All specifications for these performance tasks are detailed in the endorsed assessment instrument.

- effectively demonstrate the following knots, bends and hitches:
 - Alpine hitch
 - Bosun chair hitch
 - Prusik hitch
 - Figure eight
- effectively conduct pre and post operational checks of advanced rigging equipment.

Context of and specific resources for assessment

Assessment of the safe and effective application of knowledge and skill to workplace tasks (performance) must be undertaken using the endorsed Assessment Instrument.

Assessment of performance must be undertaken either in the workplace or in a realistically

EVIDENCE GUIDE

simulated workplace setting.

Assessors must ensure that the assessment in the workplace is organised to ensure that all the required equipment and materials and a suitable working area is made available to suit the assessment and the workplace.

Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints.

Assessment is to comply with relevant appropriate standard requirements.

Applicants must have access to:

- personal protective equipment (PPE) for the purpose of the Performance Assessment
- appropriate safety equipment in safe condition
- Appropriate rigging equipment, associated equipment associated plant in safe condition as described in the endorsed assessment instrument
- communication equipment (e.g. radios) where applicable
- appropriate materials as required for safe erection and dismantling of performance tasks
- appropriate materials for conducting fibre rope knots, bends and hitches.

Method of assessment

Assessment must be conducted using the endorsed Assessment Instruments. These Instruments provide advice on their application.

The use of '**simulators**' in the assessment of this unit of competency is **not acceptable**.

Assessment may be in conjunction with the assessment of other units of competency.

Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge.

Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Guidance information for

Further information about endorsed Assessment

EVIDENCE GUIDE

assessment

Instruments may be obtained from state/territory OHS regulators.

Range Statement

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.

Hazards may include but are not limited to:

- ground stability (e.g. ground condition, recently filled trenches, slopes)
- overhead hazards (e.g. power lines, service pipes) (**NB:** Minimum clearance distance from powerlines or electrical equipment as determined by relevant state authority or electrical supply authority)
- traffic (e.g. pedestrians, vehicles, other plant)
- insufficient lighting
- environmental conditions (e.g. wind, lightning, storms)
- other specific hazards (e.g. dangerous materials).

Hazard control measures:

Refers to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls.

It includes the application of the hierarchy of control, the six-step preference of control measures to manage and control risk:

- elimination
- substitution
- isolation
- engineering control measures
- using safe work practices
- personal protective equipment.
- codes of practice

Appropriate standards may

RANGE STATEMENT

include:	• legislation • Australian Standards • manufacturer's specifications • industry standards (where applicable).
Site information may include but is not limited to:	• local conditions such as access and egress • work method statements • site-specific job safety analyses and other site specific documentation as required • task plans /schedules and structural plans.
Forces and loads may include but are not limited to:	• dead loads • live loads • static load • dynamic loads • wind loads.
Associated plant may include but is not limited to:	• gin poles • flying foxes • shear legs • cable ways • guyed derricks • structures, and • suspended scaffolds • fabricated hung scaffolds.
Appropriate personnel may include but not limited to:	• engineers • supervisors • colleagues • managers who are authorised to take responsibility for the workplace or operations.
Rigging equipment may include but is not limited to:	• scaffolds • elevated work platforms • stages • personnel box • cantilevered crane loading platforms • mast climbers • safety screens and shutters • cranes including but not limited to: • non-slewing cranes • mobile slewing cranes • vehicle loading cranes • tower cranes • self-erecting tower cranes

RANGE STATEMENT

	• portal boom cranes • derrick cranes • bridge and gantry.
Associated equipment may include but not limited to:	• all associated equipment at the basic and intermediate rigging level.
Procedures may include but not limited to:	• manufacturer's guidelines (instructions, specifications or checklists) • industry operating procedures, relevant codes of practice • workplace procedures (work instructions, operating procedures, checklists).
Safety equipment may include but not limited to:	• safety harness • energy absorber • lanyard • inertia reel • safety nets • static lines.
Communication methods may include but are not limited to:	• verbal and non-verbal language • written instructions • signage • hand signals • listening • questioning to confirm understanding • appropriate worksite protocol. NB: Mobile phones are not to be used for signalling purposes during the rigging process.
Appropriate personnel may include but are not limited to:	• other riggers • doggers • crane operators.
Communication equipment may include but is not limited to:	• fixed channel two-way radios.
Hazard prevention/control measures may include but are not limited to:	• safety tags on electrical switches/isolators • powerlines are insulated • safety observer used inside exclusion zone • power disconnected • traffic barricades and control • pedestrian barricades • trench covers

RANGE STATEMENT

	• movement of obstructions • personal protective equipment • adequate illumination.
Ground suitability may include but not limited to:	• rough uneven ground • backfilled ground • soft soils • hard compacted soil • rock • bitumen • concrete • suspended concrete floors • building roofs • landings • ground bearing pressure.
Temporary connections may include but not limited to:	• knots • bends • hitches • whipping.
Flexible Steel Wire Rope (FSWR) includes:	• identification, uses and connections. May include termination for: • static lines • guys • purchase systems • lashing • cranes • hoist and winch ropes.

Unit Sector(s)

Unit sector	Construction

Co-requisite units

Co-requisite units	Nil

Co-requisite units Nil

Functional area

Functional area

CPCCOHS1001A Work safely in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to undertake Occupational Health and Safety (OHS) induction training within the construction industry.

It requires the ability to demonstrate personal awareness of OHS legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

Licensing requirements will apply to this unit of competency depending on the regulatory requirements of each jurisdiction.

Application of the Unit

Application of the unit This unit of competency supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry. The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify OHS legislative requirements.	1.1.Applicable <i>OHS legislative requirements</i> relevant to own work, role and responsibilities are identified and explained. 1.2.Duty of care requirements are identified. 1.3.Own responsibilities to comply with <i>safe work practices</i> are identified and explained.
2. Identify construction hazards and control measures.	2.1.Basic principles of risk management are identified. 2.2. <i>Common construction hazards</i> are identified and discussed. 2.3. <i>Measures for controlling</i> hazards and risks are identified.
3. Identify OHS communication and reporting processes.	3.1.OHS communication processes, information and documentation are identified and discussed. 3.2.Role of <i>designated OHS personnel</i> is identified and explained.

ELEMENT	PERFORMANCE CRITERIA
4. Identify OHS incident response procedures.	3.3. Safety signs and symbols are identified and explained.
	3.4. Procedures and relevant authorities for reporting hazards, incidents and injuries are identified.
	4.1. General procedures for responding to incidents and emergencies are identified and explained.
	4.2. Procedures for accessing first aid are identified.
	4.3. Requirements for the selection and use of relevant personal protective equipment are identified and demonstrated.
	4.4. Fire safety equipment is identified and discussed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - clarify OHS legislative requirements
 - verbally report construction hazards and risks
 - ask effective questions
 - relay information to others
 - discuss OHS issues and information
- comprehension skills to:
 - explain the basic OHS legislative requirements which will be applicable to own work
 - explain the meaning of safety signs and symbols
 - identify common construction hazards
 - discuss the basic principles of risk management.

Required knowledge

Required knowledge for this unit is:

- applicable Commonwealth, State or Territory OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own

REQUIRED SKILLS AND KNOWLEDGE

work, role and responsibilities

- basic principles of risk management and assessment for construction work
- common construction hazards
- common construction safety signage and its meanings
- general construction emergency response and evacuation procedures
- general construction work activities that require licenses, tickets or certificates of competency
- general first aid response requirements
- general procedures for raising OHS issues
- general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences
- general procedures for responding to hazards, incidents and injuries
- general workers' compensation and injury management requirements
- OHS hierarchy of controls
- OHS responsibilities and rights of duty holders, including:
 - persons in control of construction work/projects
 - employers and self-employed persons
 - supervisors
 - employees
 - designers
 - inspectors
 - manufacturers and suppliers
- own responsibilities to comply with safe work practices relating to:
 - housekeeping
 - identification of hazards
 - preventing bullying or harassment
 - smoking
 - use of amenities
 - use of drugs and alcohol
- role of OHS committees and representatives
- types of common personal protective equipment and fire safety equipment
- types of OHS information and documentation.

Evidence Guide

EVIDENCE GUIDE

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 must confirm personal awareness of the following:

- applicable OHS legislative and safety requirements for construction work including duty of care
- the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control
- OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries
- general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE.

Context of and specific resources for assessment

- Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program.
- It is recommended that the assessment tool designed specifically to support this unit of competency will provide consistency in assessment outcomes.
- Where applicable, physical resources should include equipment modified for people with disabilities
- Access must be provided to appropriate assessment support when required.
- Assessment processes and techniques must be culturally appropriate, and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed
- In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a

EVIDENCE GUIDE

manner as is appropriate to the oracy, language and literacy levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.

Method of assessment

Assessment methods may include more than one of the following:

- practical assessment
- oral questioning
- written test
- work-based activities
- simulated project based activity

Range Statement

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.

OHS legislative requirements relate to:

- Australian standards
- construction industry OHS standards and guidelines
- duty of care
- health and safety representatives, committees and supervisors
- licences, tickets or certificates of competency
- National Code of Practice for Induction Training for Construction Work
- national safety standards
- OHS and welfare Acts and regulations
- safety codes of practice.

Duty of care requirements relate to:

- legal responsibility under duty of care to do everything reasonably practicable to protect others from harm

RANGE STATEMENT

	• own responsibilities to comply with safe work practices, including activities that require licences, tickets or certificates of competency • relevant state OHS requirements, including employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors.
<i>Safe work practices</i> include:	• access to site amenities, such as drinking water and toilets • general requirements for safe use of plant and equipment • general requirements for use of personal protective equipment and clothing • housekeeping to ensure a clean, tidy and safer work area • no drugs and alcohol at work • preventing bullying and harassment • smoking in designated areas • storage and removal of debris.
<i>Risk</i> relates to:	• likelihood of a hazard causing injury or harm.
<i>Principles of risk management</i> include:	• assessing the risks involved • consulting and reporting ensuring the involvement of relevant workers • controlling the hazard • identifying hazards • reviewing to identify change or improvement.
<i>Hazard</i> relates to:	• any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
<i>Common construction hazards</i> include:	• confined spaces • electrical safety • excavations, including trenches • falling objects • hazardous substances and dangerous goods • HIV and other infectious diseases • hot and cold working environments • manual handling • noise • plant and equipment

RANGE STATEMENT

Measures for controlling risk to eliminate or minimise hazards in accordance with the hierarchy of control include:

- traffic and mobile plant
- unplanned collapse
- ultraviolet (UV) radiation
- working at heights.

OHS communication processes include:

- elimination
- substitution
- isolation
- engineering control
- administrative control
- personal protective equipment.
- discussions with OHS representatives
- OHS meetings
- OHS notices, newsletters, bulletins and correspondence
- OHS participative arrangements
- processes for raising OHS issues
- toolbox talks
- workplace consultation relating to OHS issues and changes.

OHS information and documentation includes:

- accident and incident reports
- Acts and regulations
- Australian standards
- codes of practice
- construction documentation and plans
- emergency information contact
- evacuation plans
- guidance notes
- job safety analyses
- labels
- material safety data sheets (MSDS)
- proformas for reporting hazards, incidents and injuries
- reports of near misses and dangerous occurrences
- risk assessments
- safe work method statements
- safety meeting minutes
- site safety inspection reports.

Designated OHS personnel includes:

- first aid officers
- OHS committee members

RANGE STATEMENT

- Safety signs and symbols*** include:
- OHS representatives
 - supervisors.
 - emergency information signs (e.g. exits, equipment and first aid)
 - fire signs (e.g. location of fire alarms and firefighting equipment)
 - hazard signs (e.g. danger and warning)
 - regulatory signs (e.g. prohibition, mandatory and limitation or restriction)
 - safety tags and lockout (e.g. danger tags, out of service tags).
- Relevant authorities*** include:
- emergency services (e.g. police, ambulance, fire brigade and emergency rescue)
 - OHS regulatory authority
 - supervisor.
- Incidents*** include:
- accidents resulting in personal injury or damage to property
 - near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example:
 - breathing apparatus malfunctioning to the extent that the user's health is in danger
 - collapse of the floor, wall or ceiling of a building being used as a workplace
 - collapse or failure of an excavation more than 1.5 metres deep (including any shoring)
 - collapse or partial collapse of a building or structure
 - collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment
 - damage to or malfunction of any other major plant
 - electric shock.
 - electrical short circuit, malfunction or explosion
 - uncontrolled explosion, fire or escape of gas, hazardous substance or steam
 - any other unintended or uncontrolled incident or event arising from operations carried on at a

RANGE STATEMENT

	workplace.
General procedures for responding to incidents and emergencies include:	• basic emergency response (keep calm, raise alarm, obtain help) • evacuation • notification of designated OHS personnel and authorities • notification of emergency services (e.g. when and how) • referring to site emergency plans and documentation.
Emergencies include:	• chemical spill • fire • injury to personnel • structural collapse • toxic and/or flammable vapours emission • vehicle/mobile plant accident.
Personal protective equipment includes:	• aprons • arm guards • eye protection • gloves • hard hat • hearing protection • high visibility retro reflective vests • protective, well fitting clothing • respiratory protection • safety footwear • UV protective clothing and sunscreen.
Fire safety equipment includes:	• breathing apparatus • fire blankets • firefighting equipment.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to carry out OHS requirements through safe work practices at any on or off-site construction workplace. It requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others.

Application of the Unit

Application of the unit This unit of competency covers fundamental OHS necessary to undertake work tasks within any sector in the construction industry. It includes the identification of hazardous materials, including asbestos, and compliance with legislated work safety practices. It does not cover removal of asbestos, which is a licensed activity.

The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007) required to enter a construction work site. Completion of unit CPCCOHS1001A covers this requirement.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify and assess risks.	1.1. <i>Hazards</i> in the work area are identified, assessed and reported to <i>designated personnel</i>. 1.2. Safety risks in the work area are identified, assessed and reported to designated personnel. 1.3. <i>Safe work practices, duty of care</i> requirements and safe work instructions are followed for controlling risks. 1.4. OHS, hazard, accident or <i>incident</i> reports are contributed to according to workplace procedures and <i>Australian government and state or territory OHS legislation</i> and relevant <i>information</i>.
2. Identify hazardous materials and other	2.1. <i>Hazardous materials</i> on a work site are correctly identified and, if appropriate, handled and used

ELEMENT	PERFORMANCE CRITERIA
hazards on work sites.	according to company and legislated procedures. 2.2. Measures for controlling risks and construction hazards are applied effectively and immediately. 2.3. Hazardous materials that have safety implications for self and other workers are secured immediately they are identified, using appropriate signs and symbols. 2.4. Asbestos-containing materials are identified on a work site and reported to designated personnel.
3. Plan and prepare for safe work practices.	3.1. Correct personal protective equipment and clothing for each area of construction work are identified, worn, correctly fitted, used and stored according to enterprise procedures. 3.2. Selection of tools, equipment and materials, and organisation of tasks are performed in conjunction with other personnel on site and in accordance with enterprise procedures. 3.3. Required barricades and signage are determined and erected at the appropriate site location. 3.4. Material safety data sheets (MSDS), and job safety analysis (JSA) and safe work method statements relevant to the work to be carried out are identified and applied.
4. Apply safe work practices.	4.1. Tasks are performed in a manner that is safe for operators, other personnel and the general community in accordance with legislative requirements, and enterprise policies and procedures. 4.2. Plant and equipment guards are used in accordance with manufacturer specifications, work site regulations and Australian standards where applicable. 4.3. Procedures and relevant authorities for reporting hazards, incidents and injuries are used. 4.4. Prohibited tools and equipment in areas with identified asbestos are recognised and not used. 4.5. Work site safety signs and symbols are identified and followed. 4.6. Work site area is cleared and maintained to prevent and protect self and others from incidents and accidents and to meet environmental requirements.
5. Follow emergency procedures.	5.1. Designated personnel are identified in the event of an emergency for communication purposes. 5.2. Safe workplace procedures for dealing with accidents,

ELEMENT

PERFORMANCE CRITERIA

various **types of fire** and other emergencies are followed, including identification or use, if appropriate, of **fire equipment** within scope of responsibilities.

5.3. **Emergency response and evacuation procedures** are known, practised and carried out effectively when required.

5.4. Emergency first aid treatment of minor injuries is carried out correctly and details of any treatment administered are reported accurately to designated personnel as soon as possible.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to accurately recognise OHS hazards, including asbestos and take all opportunities to alleviate safety problems in a variety of construction work sites and environments
- capacity to deal calmly and effectively with any potential safety problems and work closely with other team members and supervisors to ensure safe working conditions are maintained
- communication skills to:
 - determine and report hazards and risks
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - MSDS, JSA and safe work method statements
 - other relevant documentation
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - written skills to contribute to reports
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials

REQUIRED SKILLS AND KNOWLEDGE

- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- asbestos management code prevention of exposure
- basic first aid procedures
- common construction industry terminology
- common workplace safety hazards and risks and procedures for reporting these to designated personnel
- construction industry communications equipment and use
- construction industry health and safety signage
- emergency response and evacuation procedures
- JSA and safe work method statements
- MSDS
- OHS hierarchy of control and role of OHS committees and representatives
- relevant legislation, regulations and workplace requirements relating to OHS, including hazard reduction and personal safety, including duty of care responsibilities, workers' compensation and injury management requirements
- safe manual handling techniques
- safe work practices in normal working environment
- safety equipment, policies and requirements for working in confined spaces and at height, including on rooves
- tools and equipment prohibited for use near identified asbestos-containing materials (ACM)
- types of fires and basic firefighting equipment
- types, possible location and risks of ACM, including serpentine and amphibole groups, and their use in common building materials
- types, purpose and use of construction industry personal protective equipment and clothing
- workplace and equipment safety requirements.

Evidence Guide

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

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- correctly locate, interpret and apply relevant information, standards and specifications
- comply with a site safety plan, organisational policies, OHS regulations and state and territory legislation applicable to workplace operations, including quality requirements
- correctly identify ACM and policies and procedures for reporting this to designated personnel
- effectively communicate and work safely with others
- apply general procedures for responding to incidents and reporting hazards and injuries
- select and use firefighting equipment to extinguish a simulated mechanical fire
- evacuate a site through simulated response to an emergency, complying with workplace procedures.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements

EVIDENCE GUIDE

- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct,

EVIDENCE GUIDE

indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Hazards include:

- chemical spills
- electrical safety work in confined spaces
- excavations, including trenches
- falling objects
- fires
- gases
- hazardous materials
- high or very low temperatures
- HIV and other infectious diseases
- liquids under pressure
- manual handling
- moving machinery and equipment
- noise, dust and vapours
- overhanging beams
- protrusions
- sharp equipment
- traffic
- ultraviolet (UV) radiation
- unplanned collapse

RANGE STATEMENT

Designated personnel to be contacted in case of an emergency, accident, fire or to report a risk such as identification of ACM are:

- working at heights.
- designated safety officers, determined by the enterprise, who have undertaken specific safety response training
- managers or other senior personnel
- personnel competent and/or licensed in the safe handling of asbestos
- supervisors.

Safe work practices:

- include:
 - day to day observation of OHS policies and procedures
 - emergency procedures
 - risk assessment
 - use of basic firefighting equipment
- relate to:
 - access to site amenities, such as drinking water and toilets
 - general requirements for safe use of plant and equipment
 - general requirements for use of personal protective equipment and clothing
 - housekeeping to ensure a clean, tidy and safer work area
 - no drugs and alcohol at work
 - preventing bullying and harassment
 - smoking in designated areas
 - storage and removal of debris.

Duty of care requirements:

- relate to:
 - legal responsibility under duty of care to do everything reasonably practicable to protect others from harm
 - relevant state and territory OHS requirements and include employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors
- may relate to:
 - own responsibilities to comply with safe work practices, including activities that

RANGE STATEMENT

	require licences, tickets or certificates of competency.
Incidents include:	• accidents resulting in personal injury or damage to property • near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example: • breathing apparatus malfunctioning to the extent that the user's health is in danger • collapse of the floor, wall or ceiling of a building being used as a workplace • collapse or failure of an excavation more than 1.5 metres deep (including any shoring) • collapse or partial collapse of a building or structure • collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment • damage to or malfunction of any other major plant • electric shock • electrical short circuit, malfunction or explosion • uncontrolled explosion, fire or escape of gas, hazardous substance or steam • any other unintended or uncontrolled incident or event arising from operations carried on at a workplace.
Australian government and state or territory OHS legislative requirements include:	• Australian standards • construction industry OHS standards and guidelines • duty of care • health and safety representatives, committees and supervisors • JSA and safe work method statements • licences, tickets or certificates of competency • National Code of Practice for Induction Training for Construction Work • national safety standards

RANGE STATEMENT

Information includes:

- OHS and welfare Acts and regulations
- safety codes of practice.
- diagrams or sketches
- emergency situation contacts
- evacuation plans
- instructions issued by authorised organisational or external personnel
- labels
- manufacturer specifications and instructions
- memos
- MSDS
- organisation work specifications and requirements
- plans and specifications
- regulatory and legislative requirements, such as Acts, regulations and codes of practice
- relevant Australian standards
- reports of near misses or accidents
- safe work procedures or equivalent documentation
- safety meeting minutes
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules.

Hazardous materials include:

- ACM
- cleaning chemicals, including those in pressurised containers
- glues
- insulation materials
- solvents
- treated timber products.

Measures for controlling risk or minimising hazards in accordance with the hierarchy of control include:

- elimination
- substitution
- isolation
- engineering control
- administrative control
- personal protective equipment.

Signs and symbols include:

- emergency information signs (exits, equipment, first aid)
- fire signs (location of fire alarms and

RANGE STATEMENT

	- firefighting equipment) - hazard identification, facility or location signs - regulatory signs (e.g. prohibition, mandatory and limitation or restriction), such as hazard signs (danger and warning) - safety tags and lockout (danger tags, out of service tags) - site safety, directional, traffic and warning signs and symbols.
<i>Asbestos-containing materials are identified:</i>	- includes recognising common types of ACM that may be found in construction materials and buildings - covers asbestos rope/fabrics, asbestos cement sheeting, asbestos cement piping and lagging on pipes, bituminous waterproof membrane, fire doors, electrical switchboards, millboard, and sheeting under ceramic or vinyl floor tiles in wet areas.
<i>Asbestos-containing materials are reported to:</i>	person in control of the workplace as set out in the relevant Asbestos Management Code.
<i>Personal protective equipment is to include:</i>	- aprons - arm guards - caps - dust mask/respirators - ear muffs/plugs - gloves - hard hats - high visibility retro reflective vests - jackets - overalls - safety glasses/goggles - steel capped boots - UV protective clothing and sunscreen.
<i>Tools and equipment include:</i>	- firefighting equipment - first aid kit - ladders and work platforms - personal protective equipment.
<i>Materials include:</i>	first aid materials suitable for emergency first aid treatment of minor injuries.
<i>Prohibited tools and equipment that cannot be used near identified</i>	high-speed abrasive power and pneumatic tools, high pressure water cleaners, compressed

RANGE STATEMENT

ACM include:	- air or abrasive blasting - any vacuum cleaning equipment not specifically designed for safe work with asbestos.
<i>Environmental requirements</i> are to cover workplace quality management and include:	- clean-up protection - stormwater protection - waste management.
<i>Types of fire</i> includes:	electrical, chemical, gas, mechanical, paper, wood or natural fire.
<i>Fire equipment</i> includes:	- breathing apparatus - fire extinguishers - fire hydrant and hoses - fire reel - fire truck - manual firefighting instruments, such as fire blankets.
<i>Emergency response and evacuation procedures</i> include:	- emergencies, such as fire, toxic and/or flammable vapours emission, vehicle/mobile plant accident, structural collapse, chemical spill and injury to personnel - extinguishing fires, organisational first aid requirements and evacuation.

Unit Sector(s)

Unit sector	Construction

Co-requisite units

Co-requisite units	Nil

Functional area

Functional area

Modification History

Not Available

INTRODUCTION

Unit descriptor This unit of competency specifies the outcomes required to use painting and decorating tools, plant and equipment.

The unit includes the identification, selection and safe use of a range of commonly used painting and decorating tools, plant and equipment and the storage and user maintenance of these.

Employability skills This unit contains employability skills.

Prerequisite units CPCCOHS1001A - Work safely in the construction industry

Co-requisite units

Application of the unit This unit of competency supports the attainment of the understanding and skills to use painting and decorating tools and equipment, which may include working with others and as a member of a team.

Functional Area

Unit Sector Construction

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.

Plan and prepare.

- Work instructions and operational details are obtained using relevant information , confirmed and applied for planning and preparation purposes.
- Safety (OHS) requirements are followed in accordance with safety plans and policies.
- Signage and barricade requirements are identified and implemented.
- Materials quantity requirements are calculated in accordance with plans, specifications and quality requirements .
- Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
- Environmental requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied.

Identify hand and power tools.

- Hand and power tools, their functions, operations and limitations are identified.
- OHS requirements for using hand tools are recognised and adhered to.
- OHS requirements for using power tools are recognised and adhered to.

Select tools for project

- Tools and equipment are selected consistent with job requirements.
- Tools, including leads and hoses, are checked for tags, serviceability and safety and any faults are rectified or reported.
- Power tool guards, retaining bolts, couplings, gauges and controls are checked and maintained in accordance with manufacturer recommendations.
- Equipment to hold or support material during operation is selected.
- Pre-operational checks, including lubricants, hydraulic fluid and water, are completed in accordance with manufacturer recommendations.

Use tools.	• Power and compressed air supply are connected to work area. • Start-up and shut-down procedures are followed. • Tools are safely and effectively used according to manufacturer recommendations and OHS requirements. • Tools are safely located when not in immediate use. •
Select plant and equipment.	• Function and limitations of plant and equipment used in painting and decorating are identified. • Plant and equipment are selected consistent with hazard minimisation and needs of job. • Method of operation of plant and equipment is identified. • OHS requirements for operating and using plant and equipment are recognised and adhered to. • Plant and equipment are checked for safety and faults are rectified or reported. •
Use plant and equipment	• Plant and equipment are safely and effectively used. • Plant and equipment are safely located when not in immediate use. • Plant and equipment are cleaned, maintained and stored after use. •
Clean up.	• Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification. • Machinery, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices. •

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills	Required skills for this unit are: • communication skills to: • evaluating own actions and making judgments about performance and necessary improvements • identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials

- organisational skills, including the ability to plan and set out work
- recognising procedures, following instructions, responding to change and contributing to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- teamwork skills to coordinate own work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - determine requirements
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - report faults
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - documentation from a variety of sources
 - drawings and specifications
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions
-

Required knowledge

Required knowledge for this unit is:

- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- painting and decorating industry terminology
- plans, drawings and specifications
- processes for the calculation of material requirements
- quality requirements
- types, characteristics, uses and limitations of painting and decorating hand tools and power tools
- types, characteristics, uses and limitations of painting and decorating plant items
- workplace and equipment safety requirements.

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- MSDS
- memos
- regulatory and legislative requirements pertaining to painting and decorating tools and equipment
- relevant Australian standards
- safe work procedures relating to the use of painting and decorating tools and equipment
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.
-

Planning and preparation include:

- assessment of conditions and hazards
- determination of work requirements and safety plans and policies
- equipment defect identification
- work site inspection
-

Safety (OHS) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor
- hazard control
- hazardous materials and substances
- organisational first aid
- PPE prescribed under legislation, regulations and

workplace policies and practices

- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
- use of firefighting equipment
- use of tools and equipment
- workplace environmental requirements and safety.
 - earth leakage boxes
 - lighting
 - manual handling
 - noise, dust and ventilation
 - power cables, including overhead service trays, cables and conduits
 - power equipment, leads and sources
 - restricted access barriers
 - surrounding structures
 - traffic control
 - trip hazards
 - work site visitors and the public
 - working at heights
 - working in confined spaces
 - working in proximity to others
 - working with cutting edges

Quality requirements include:

- internal company quality policy and standards
- manufacturer specifications, where specified
- relevant regulations, including Australian standards
- workplace operations and procedures.
-

Environmental requirements include:

- clean-up management
- dust and noise
- stormwater protection
- waste management

Tools and equipment include:

- brushware
- brushware accessories
- buckets
- covers
- drop sheets
- duster brushes
- filling knives and blades

- hammers
- hand sanders
- heat guns
- mechanical sanders, including:
- nail punches
- paint pots and buckets
- paint stirrers
- putty knives
- roller accessories
- roller frames
- scrapers
- wire brushes.
 - belt
 - disc
 - orbital
 - random orbital

Plant and equipment include:

- airless spray equipment
- conventional spray equipment (e.g. compressor)
- water blasters.

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 This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and

specifications

- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures including quality requirements
- safely and effectively operate and use tools, plant and equipment
- communicate and work effectively and safely with others
- use and maintain the mandatory tools listed in the range statement
- use and maintain at least two of the mechanical sanding equipment types listed in the range statement
- use, operate and maintain conventional and airless spray equipment.

Context of and specific resources for assessment This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the

Construction, Plumbing and Services Integrated Framework Training Package

- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

CPCCSC2002A Erect and dismantle basic scaffolding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to erect and dismantle a range of modular scaffolding systems to provide work platforms for construction purposes.

It includes edge protection, access ways and falsework (scaffold support systems for formwork).

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge to erect and dismantle a range of basic scaffolding systems, which includes working with others and as a member of a team.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCCOHS2001A

Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions, including plans, specifications, quality requirements and operational details are obtained from relevant information, confirmed and applied to the scope of work performed. 1.2. Safety (OHS) requirements are followed in accordance with safety plans and policies. 1.3. Signage and barricade requirements are identified and implemented. 1.4. Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults or concerns regarding quality requirements are rectified or reported prior to commencement. 1.5. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use. 1.6. Environmental requirements are identified for the project in accordance with environmental plans and statutory and legislative authority obligations and applied.
2. Whip, tie, splice and inspect ropes.	2.1. Whipping cord and fibre rope are inspected for damage and wear. 2.2. Designated rope ends are whipped in accordance

ELEMENT	PERFORMANCE CRITERIA
3. Erect scaffolding.	with regulations and project specifications. 2.3. Designated rope ends are spliced in accordance with regulations and project specifications. 2.4. Bends and hitches are applied and inspected in accordance with project specifications. 3.1. Purpose for scaffolding is confirmed and associated work tasks are identified. 3.2. Expected loading on scaffold and supporting structure is determined using load tables and manufacturer specifications. 3.3. Site access and egress routes are identified. 3.4. Scaffolding and components are selected and inspected, and damaged components are labelled and rejected. 3.5. Sole board/base plate is selected in accordance with regulations, legislation, codes of practice and manufacturer specifications. 3.6. Scaffolding is set out and erected in accordance with regulatory and manufacturer requirements. 3.7. Static lines are erected and installed where specified in accordance with regulatory requirements. 3.8. Lifting device is assembled and erected where specified.
4. Inspect, repair and alter erected scaffolding.	4.1. Erected modular scaffolding is inspected for damage, corrosion, wear and compatibility. 4.2. Current use of scaffolding is checked against original design and is in accordance with regulations and specifications. 4.3. Scaffolding stability is inspected and confirmed. 4.4. Alteration or repair is carried out where specified. 4.5. Inspection log and handover is completed and dated, ready for signing by a certified scaffolder.
5. Dismantle scaffolding.	5.1. Scaffolding is isolated and appropriately signed and barricaded to ensure safe dismantling. 5.2. Scaffolding is dismantled using reverse procedure as for erection.
6. Clean up.	6.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification. 6.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with

ELEMENT**PERFORMANCE CRITERIA**

manufacturer recommendations and standard work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - determine requirements
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - report faults
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - written skills to complete inspection log and handover
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- general construction terminology
- job safety analysis (JSA) and safe work method statements
- lifting devices

REQUIRED SKILLS AND KNOWLEDGE

- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, drawings and specifications
- plant, tools and equipment types, characteristics, uses and limitations
- processes for the calculation of material requirements
- quality requirements
- relevant Acts, regulations and codes of practice
- scaffolding equipment and techniques
- workplace and equipment safety requirements.

Evidence Guide

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

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply of relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others

EVIDENCE GUIDE

- complete whipping, splicing, tying and inspecting of five fibre ropes in accordance with regulations
- complete planning, erection and dismantling of a modular scaffolding system, in accordance with JSA and safe work method statements and regulations, including a minimum of:
 - five bays with an internal and external return
 - four lifts, including ties
 - ladder and stair access
 - fall and edge protection.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

EVIDENCE GUIDE

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- MSDS
- memos
- regulatory and legislative requirements pertaining to erecting and dismantling modular scaffolding
- relevant Australian standards
- safe work procedures relating to erecting and dismantling modular scaffolding
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

Scope of work:

- planning and preparation includes work site inspection, equipment defect identification, assessment of conditions and hazards, and determination of work requirements
- erection of scaffolding is to include placement, sequencing, squaring, levelling, tying to structure, and the reverse for dismantling
- purposes of scaffolding include provision of work platforms, edge protection, access ways, falsework, grandstands and covered walkways
- lifting devices include cantilevered hoists and gin wheels
- establishment of footings includes review of JSA and safe work method statements to determine the bearing capacity of ground or working surfaces
- whipping methods include common, west countryman, American and sail makers

RANGE STATEMENT

Safety (OHS) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:

- splicing methods include end splice and eye splice
- types of bends and hitches include clove hitch around a tube, rolling hitch around a tube, single bow line, timber hitch and half hitch around a plank, and sheet bend to another rope
- alteration and repair may be required due to storm damage, accidents, misuse and process changes.
- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor
- hazard control
- hazardous materials and substances, including cement and curing agents
- organisational first aid
- PPE prescribed under legislation, regulations and workplace policies and practices
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
 - earth leakage boxes
 - lighting
 - power cables, including overhead service trays, cables and conduits
 - restricted access barriers
 - surrounding structures
 - traffic control
 - trip hazards
 - working at heights
 - work site visitors and the public
 - working in confined spaces
 - working in proximity to others
- use of firefighting equipment
- use of tools and equipment
- workplace environmental requirements and safety.

RANGE STATEMENT

Tools and equipment:

- include:
 - adjustable base plates
 - bends and hitches
 - box spanners
 - braces
 - bracket scaffolds (tank and formwork)
 - cantilevered hoists (materials only with maximum capacity of 500kg)
 - couplers and accessories
 - fibre ropes
 - guard rails
 - hammers
 - ledgers
 - mesh guards
 - mid rails
 - modular and prefabricated scaffolds
 - podgers hammers
 - prefabricated components
 - scaffold belts
 - scaffolding planks
 - spirit levels
 - stairs or ladders
 - standards
 - steel and aluminium tubes
 - tape measures
 - torpedo levels
 - transoms
 - wire nips
 - wrenches
- may include:
 - gin wheels
 - safety nets
 - shovels
 - spanners
 - static lines.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications

RANGE STATEMENT

Environmental requirements
include:

- workplace operations and procedures.
- clean-up management
- dust and noise
- vibration
- waste management.

Statutory and regulatory authorities include:

- federal, state and local authorities administering the applicable Acts, regulations and codes of practice.

Unit Sector(s)

Unit sector

Construction

Functional area

Functional area

CPCCSF2001A Handle steelfixing materials

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to handle, sort and store steelfixing materials.

It includes identification of a range of commonly used materials; planning and preparation for work; safe and effective handling, sorting and storage of steelfixing materials; and completion of clean-up activities.

Application of the Unit

Application of the unit This unit supports the attainment of skills and knowledge to safely and effectively handle and store a range of steelfixing materials, which includes working with others and as a member of a team.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions, including plans, specifications, quality requirements and operational details are obtained from relevant information, confirmed and applied to the scope of work performed. 1.2. Safety (OHS) requirements are followed in accordance with safety plans and policies. 1.3. Signage and barricade requirements are identified and implemented. 1.4. Tools and equipment are selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement. 1.5. Environmental requirements are identified for the project in accordance with environmental plans and statutory and legislative authority obligations and applied.
2. Handle, sort and stack materials and components manually.	2.1. Materials and components are identified and checked for conformity to material schedule, plans, quality requirements and specifications. 2.2. Handling requirements of materials and components are identified and safe and effective handling techniques are applied. 2.3. Materials and components are sorted to suit material

ELEMENT	PERFORMANCE CRITERIA
	type and size and are stacked for ease of identification and retrieval for task sequence.
	2.4. Materials and components are protected against physical damage and stacked/stored clear of trafficways.
	2.5. Signage and barricades are erected where applicable to isolate stored materials from workplace traffic or access.
	2.6. Dust suppression procedures are used to minimise health risk to work personnel and others.
3. Handle and remove waste safely.	3.1. Waste materials and components are handled correctly and safely according to material safety data sheets (MSDS) and requirements of regulatory authorities.
	3.2. Hazardous material is identified for separate handling in accordance with regulatory requirements.
	3.3. Non-toxic materials are removed using correct procedures.
4. Clean up.	4.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.
	4.2. Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - determine requirements
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources

REQUIRED SKILLS AND KNOWLEDGE

- drawings and specifications
- report faults
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- construction and steelfixing terminology
- job safety analysis (JSA) and safe work method statements
- materials storage and environmentally friendly waste management
- MSDS
- mechanical lifting techniques
- plans, drawings and specifications
- processes for the calculation of material requirements
- quality requirements
- site traffic management and storage principles
- steelfixing tools and equipment types, uses and limitations
- systems and techniques for the safe handling of materials
- types, uses, packaging arrangements and handling techniques for steelfixing materials
- workplace and equipment safety requirements.

Evidence Guide

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.

EVIDENCE GUIDE

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply of relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools and equipment
- communicate and work effectively and safely with others
- individually, or as a part of a team, handle, sort and store the mandatory steelfixing materials listed in the range statement on a minimum of two occasions at two different sites
- dispose of waste and excess materials according to environmental protection requirements.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying

EVIDENCE GUIDE

safe work practices

- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge

EVIDENCE GUIDE

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- MSDS
- memos
- regulatory and legislative requirements pertaining to handling steelfixing materials
- relevant Australian standards
- safe work procedures relating to handling steelfixing materials
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

RANGE STATEMENT

Scope of work:

- steelfixing materials include wire ties, ligatures and spacer/spreader assemblies, deformed bars, plain rods, bar chairs, mesh sheets of plain bars and mesh sheets of deformed bars; and include scaffolding components, pipe sections and structural steel sections
- methods of protecting stacked/stored materials include covering, tying or banding, barricades, signs and locking away (hazardous materials)
- dust suppression procedures include spraying with water and covering
- waste material and debris include banding straps, broken or damaged goods, cardboard, plastic, paper and loose materials.

Safety (OHS) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor
- hazard control
- hazardous materials and substances, including cement and curing agents
- organisational first aid
- PPE prescribed under legislation, regulations and workplace policies and practices
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
 - cutting, grinding and welding equipment
 - lighting
 - power equipment
 - power leads and sources
 - trip hazards
 - work site visitors and the public
 - working in confined spaces
 - working in proximity to others
 - working with metals under stress
- use of firefighting equipment
- use of tools and equipment

RANGE STATEMENT

Tools and equipment include:

- workplace environmental requirements and safety.
- angle grinders
- bolt cutters
- general and hand power tools
- measuring tapes and rules
- mesh guillotines
- oxy-acetylene sets and cutting attachments
- reinforcement benders
- tie wire reels
- wire nippers.

Environmental requirements include:

- clean-up management
- dust and noise
- stormwater protection
- waste management.

Statutory and regulatory authorities include:

- federal, state and local authorities administering the applicable Acts, regulations and codes of practice.

Materials include:

- labelling
- specialist material handling gloves.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications
- workplace operations and procedures.

Unit Sector(s)

Unit sector

Construction

Functional area

Functional area

CPCCSF2003A Cut and bend materials using oxy-LPG equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to heat, cut and bend construction materials using oxy-LPG equipment.

It includes planning and preparation for the work, setting up and testing the equipment, cutting materials, heating and bending materials, shutdown of equipment and completion of clean-up activities.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge to use oxy-LPG-acetylene equipment to cut and bend materials for steelfixing applications, which includes working with others and as a member of a team. It does not involve specialist welding techniques.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCCOHS2001A

Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions, including plans, specifications, quality requirements and operational details are obtained from relevant information, confirmed and applied to the scope of work performed. 1.2. Safety (OHS) requirements are followed in accordance with safety plans and policies. 1.3. Signage and barricade requirements are identified and implemented. 1.4. Plant, tools and equipment are selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement. 1.5. Materials quantity requirements are calculated in accordance with plans, specifications and quality requirements. 1.6. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use. 1.7. Environmental requirements are identified for the project in accordance with environmental plans and statutory and legislative authority obligations and

ELEMENT	PERFORMANCE CRITERIA
	applied.
2. Set up and test equipment.	2.1. Correct fire extinguisher is selected and located to be readily accessible prior to and during operations. 2.2. Regulators are attached to oxy and acetylene bottles in accordance with manufacturer specifications and OHS regulations. 2.3. Lines are purged to manufacturer recommendations prior to lighting up. 2.4. Equipment is tested for leaks and corrective action undertaken or faults reported. 2.5. Correct pressures and cutting tips are selected in accordance with material to be cut and manufacturer specifications.
3. Cut material.	3.1. Material is accurately marked and secured or clamped ready for cutting. 3.2. Torch is lit correctly and safely according to manufacturer specifications. 3.3. Setting of flame is adjusted for cutting to manufacturer recommendations. 3.4. Correct cutting position is adopted during cutting to set-out mark.
4. Heat and bend material.	4.1. Material is accurately marked and securely clamped ready for cutting. 4.2. Torch is lit correctly and safely according to manufacturer specifications. 4.3. Heat is applied to specified material and weakening effects of the heating process are minimised. 4.4. Material is bent to specification and correctly cooled.
5. Shut down.	5.1. Torch is switched off according to manufacturer specifications. 5.2. Gas supply is shut off according to manufacturer specifications.
6. Clean up.	6.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification. 6.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
 - determine requirements
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - report faults
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- mathematical and numeracy skills to apply measurements and calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- construction and steelfixing terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- oxy acetylene and LPG heating and cutting equipment set-up and operating techniques
- oxy acetylene and LPG heating and cutting equipment types, characteristics, uses and limitations
- plans, drawings and specifications
- processes for the calculation of material requirements

REQUIRED SKILLS AND KNOWLEDGE

- quality requirements
- types and properties of steelfixing materials
- workplace and equipment safety requirements.

Evidence Guide

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

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply of relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- use both oxy-acetylene and LPG systems to cut to specification a range of bars up to and including 36mm
- heat and bend a minimum of three bars to specification including at least one 36mm bar.

Context of and specific resources This competency is to be assessed using standard and authorised work practices, safety requirements

EVIDENCE GUIDE

for assessment

and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

EVIDENCE GUIDE

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions,

RANGE STATEMENT

	- where specified - MSDS - memos - regulatory and legislative requirements pertaining to cut and bend materials using oxy/LPG equipment - relevant Australian standards - safe work procedures relating to cut and bend materials using oxy/LPG equipment - signage - verbal, written and graphical instructions - work bulletins - work schedules, plans and specifications.
Scope of work:	- cutting of steel includes cutting up of waste for salvage, cutting reinforcement steel and cutting holes in plate - bending includes reinforcement steel - all work is to conform to the requirements of relevant Australian standards.
Safety (OHS) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:	- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation - handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor - hazard control - hazardous materials and substances, including cement and curing agents - organisational first aid - PPE prescribed under legislation, regulations and workplace policies and practices - safe operating procedures, including the conduct of operational risk assessment and treatments associated with: - cutting, grinding and welding equipment - lighting - power equipment - power leads and sources - trip hazards - work site visitors and the public

RANGE STATEMENT

	• working in confined spaces • working in proximity to others • working with metals under stress • use of firefighting equipment • use of tools and equipment • workplace environmental requirements and safety.
Equipment includes:	• cylinders • regulators • gas tubing • cutting blowpipes • flint lighters • measuring tapes and rules • clamps and support stands.
Materials:	• include: • cutting consumables • deformed bars • mesh sheets of deformed bars • mesh sheets of plain bars • plain rods • may include: • pipe sections • scaffolding components • structural steel sections.
Quality requirements include relevant regulations, including:	• Australian standards • internal company quality policy and standards • manufacturer specifications • workplace operations and procedures.
Environmental requirements include:	• clean-up management • dust and noise • waste management.
Statutory and regulatory authorities include:	• federal, state and local authorities administering the applicable Acts, regulations and codes of practice.

Unit Sector(s)

Unit sector Construction

Functional area

Functional area

Modification History

Not Available

INTRODUCTION

Unit descriptor This unit of competency specifies the outcomes required to undertake a basic construction project to provide elementary skills applicable to the construction industry. It includes completion of a project using basic tools, equipment and materials.

Employability skills This unit contains employability skills

Prerequisite units CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry

Co-requisite units t

Application of the unit This unit supports the attainment of basic construction work applications for new construction sites, existing structures being renovated or extended, and existing structures subject to service, restoration or maintenance which includes working with others and as a member of a team.

Basic projects include minor projects within any sector of the construction industry, for example, constructing a pergola, barbecue or footpath.

Functional Area

Unit Sector Construction

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.

Plan and prepare.

- Work instructions and operational details for the project planning are obtained, confirmed and applied from relevant information .
- Safety (OHS) requirements are followed in accordance with safety plans and policies.
- Signage and barricade requirements are identified and implemented.
- Tools and equipment selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement.
- Material quantity requirements are calculated in accordance with plans and specifications.
- Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
- Environmental requirements are identified for the project in accordance with environmental plans and statutory and regulatory authority obligations, and are applied.

Prepare materials for use on a simple construction project.

- Required materials are selected for the project from project plans and specifications.
- Materials are checked for quality in accordance with the specifications.

Determine component requirements and

- Component parts are identified from working drawings and specifications
- Processes for manufacture, assembly or other construction

assembly sequence	techniques and components are selected and applied in accordance with working drawings, specifications and established work procedures. • Construction process is determined. • Component parts are checked for accuracy, quality and suitability for the project according to plans, drawings, specifications and established work procedures. •
Operate hand tools.	• Hand tools are identified and checked for serviceability and operation in accordance with OHS legislation. • Equipment to hold or support material during the operation of tools is selected and applied in accordance with standard work practices. • Hand tools are used in accordance with OHS legislation. •
Use equipment safely	• Equipment is selected and checked for serviceability and operation in accordance with OHS legislation. • Equipment is safely and effectively operated in accordance with OHS legislation, and used to construct basic project •
Construct a simple project.	• Work area requirements are prepared in accordance with working drawings, specifications and established work procedures. • Set out, levelling, construction and erection or installation of project are implemented in accordance with application and requirements for line, level and plumb in construction projects. • Construction project is completed to specification and quality and is checked for conformity to plans and design specifications. •
Clean up.	• Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification. • Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices. •

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - determine requirements
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - report faults
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - documentation from a variety of sources
 - drawings and specifications
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- basic construction techniques
- construction materials
- construction terminology
- hazardous materials
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- material sizes
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- plumb, line and level
- processes for the calculation of material requirements
- quality requirements
- tools and equipment types, characteristics, uses, limitations and maintenance

- workplace and equipment safety requirements.
-

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.

Project planning includes:

- assessment of conditions
- determining work requirements
- equipment defect identification
- hazards
- work site inspection.
-

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- MSDS
- memos
- regulatory and legislative requirements pertaining to undertaking a basic construction project
- relevant Australian standards
- safe work procedures relating to undertaking a basic construction project
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.
-

Safety (OHS) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as

	- a disability are a factor - hazard control - hazardous materials and substances - organisational first aid - PPE prescribed under legislation, regulations and workplace policies and practices - safe operating procedures, including the conduct of operational risk assessment and treatments associated with: - use of firefighting equipment - use of tools and equipment - workplace environmental requirements and safety. - earth leakage boxes - lighting - power cables, including overhead service trays, cables and conduits - restricted access barriers - surrounding structures - traffic control - trip hazards - work site visitors and the public - working at heights - working in confined spaces - working in proximity to others
Tools and equipment include:	those appropriate to the project.
Materials include:	those appropriate to the project.
Environmental requirements include:	- noise and dust - vibration and clean-up management - waste management.
Statutory and regulatory authorities include:	federal, state and local authorities administering applicable Acts, regulations and codes of practice.
Quality requirements include:	- internal company quality policy and standards - manufacturer specifications, where specified - relevant regulations, including Australian standards - workplace operations and procedures.

•

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	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • safely and effectively use tools and equipment • communicate and work effectively and safely with others • complete a basic construction project to specifications, complying with OHS requirements, correct and safe use of hand tools and equipment.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task

requirements

- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

CUFCAM201A Assist with a basic camera shoot

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist with setting up and shooting low-end productions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit describes the skills and knowledge required of a camera assistant working on low-budget and low-end single-camera video productions. Issues relevant to pre-production and production activities are included. Camera assistants are expected to work under the direction of a qualified camera operator, and may, on occasions, be responsible for operating cameras. Community television is a typical environment where these skills are applied. These skills are applied in the setting up and shooting of a variety of low-end productions, including community television. Skills associated with basic lighting operations are covered in: • CUFLGT101A Apply a general knowledge of lighting

	to work activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Prepare for camera shoots	1. Organise and prepare <i>equipment</i> for <i>shoots</i>, taking into account <i>location</i> requirements 2. Ensure equipment is clean and operational 3. Report equipment faults to <i>relevant personnel</i> 4. Safely charge batteries according to manufacturer

ELEMENT	PERFORMANCE CRITERIA
	specifications 5. Ensure charged batteries are in sufficient supply to meet the needs of the production schedule 6. Select required <i>capture format</i> and ensure sufficient supply for the intended <i>production</i>
Assist with camera set-up on location	7. Lift camera and other equipment, using safe lifting and handling techniques 8. Ensure camera and other equipment is safely secured 9. <i>Under direction</i>, assist with positioning the camera to achieve the required shots 10. Safely connect cables and camera to <i>power source</i> if required 11. Assist with final check of equipment prior to shoot and report faults to relevant personnel 12. Label and load capture media 13. Check camera tilt and pan functions
Set up lighting	14. Mount lighting equipment following safety guidelines 15. Run lighting cables and connect safely to power source ensuring they are located securely 16. Under direction, position lights to achieve required effect 17. Adjust focus and angles of lights as required 18. Install colour frames and gels according to lighting requirements for the particular shoot
Shoot video	19. Adjust and move equipment as required 20. Operate clapperboard if needed 21. Operate camera according to manufacturer guidelines and instructions 22. Shoot and record sequences as directed 23. Time-code recording of takes with descriptions as required
Wrap up shoots	24. Clean and pack equipment using safe lifting techniques 25. Check that all equipment is accounted for and report faults to relevant personnel 26. Ensure recordings are labelled properly, together with relevant <i>documentation</i> 27. Leave location in original condition to ensure there is no adverse effect on the site 28. Review and reflect on own performance and note areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and organisational skills sufficient to:
 - interpret production documentation relevant to camera operations
 - work collaboratively with other crew members
 - understand and follow instructions
- technical skills sufficient to:
 - make simple adjustments to, and operate cameras and accessories typically used in low-end productions
 - safely connect cabling and equipment to power sources
- literacy and numeracy skills sufficient to interpret written instructions and to label capture format accurately and in sequence
- self-management skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise
- problem solving skills sufficient to anticipate and deal with minor set-up problems

Required knowledge

- basic technical understanding of camera, lighting and sound equipment used in low-end productions
- full range of functions typically found on cameras used in low-end productions
- basic principles of lighting, e.g. key, fill and back light
- roles and responsibilities of video/television production personnel
- OHS requirements as they relate to working under direction on camera shoots in a range of locations

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to work effectively as a team member and take direction • ability to assist effectively in location set-ups • competent operation of cameras typically used in low-end productions.
Context of and specific resources for assessment	Assessment must ensure: • access to basic camera, lighting and sound equipment • access to a range of varying locations and conditions • access to appropriate learning and assessment support when required • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • observation of the candidate assisting with a basic camera shoot to determine whether correct procedures are followed and equipment is operated according to instructions • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFLGT101A Apply a general knowledge of lighting to work activities.

Range Statement

RANGE STATEMENT

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.

<i>Equipment</i> may include:	• cameras, e.g. mini DV • filters • lens adaptors • lenses - fixed, zoom, wide-angle • lighting kit • mounts • tripods.
<i>Shoots</i> may include:	• fixed tripod • hand-held • single-camera.
<i>Locations</i> may include:	• day • exterior • in studio • interior • night.
<i>Relevant personnel</i> may include:	• camera and sound operators • director/producer • members of the public • production assistant • reporter or presenter • technical staff.
<i>Capture formats</i> may include:	• CD • DVD • flashcards • P2 solid-state drive • small hard drive • video.
Types of <i>production</i> may include:	• corporate/training videos • coverage of events • short current affairs stories • short documentaries • short news items.
<i>Under direction</i> may include	• camera operator

RANGE STATEMENT	
direction from:	• director/producer • reporter/journalist • sound recordist.
Power sources may include:	• AC • batteries.
Documentation may include:	• fault reports • production schedules • running sheets • scripts • shot lists • sound sheets • stock management and correct labelling.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - Camera/cinematography

Co-requisite units

Co-requisite units		

CUFCMP501A Manage and exploit copyright arrangements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage and exploit individual or collaborative copyright arrangements. This unit is related to CUFCMP301A Implement copyright arrangements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the management and exploitation of copyright arrangements, including assigning and licensing rights and ensuring copyright is protected locally and internationally. It has application to people involved in exploiting original works, including literary works, computer programs, compilations, artistic works, dramatic works, musical works, cinematograph films, sound recordings, broadcasts, photographs, photographic imagery and published works. This unit is appropriate for artists, artists' managers, agents, industry managers, legal representatives, music licensors and music publishers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Identify exploitation opportunities for original works	1. Confirm <i>original work</i> is protected against unauthorised use 2. Research potential for commercial exploitation of original work under copyright, intellectual property and licensing legislation 3. Seek advice, as required, to ensure that <i>copyright issues</i> are fully addressed in terms of copyright owners <i>exclusive rights</i> and the rights of others
Protect original works	4. Confirm original work is protected at local and international levels against illegal or unauthorised

ELEMENT	PERFORMANCE CRITERIA
locally and internationally	reproduction (in part or full) 5. Confirm original work is protected at local and international levels against adaptations 6. Confirm original work is protected at local and international levels against unauthorised communications 7. Research and/or obtain reliable legal advice to ensure artists'/copyright owners' rights are protected
Assign copyright of original works	8. Undertake appropriate planning in preparation to negotiate deals for original work 9. Ensure implications of assigning copyright are understood by relevant parties 10. Assign copyright to new owner according to legislative requirements 11. Confirm and agree with relevant parties the degree to which artists/publishers may control use and exploitation of original work under assignment of copyright 12. Accurately record terms of assignment of copyright into a formal contract that is signed by relevant parties
License rights to original works	13. Confirm and agree to territories in which licensing rights may be exercised with relevant parties 14. Confirm and agree to the timeframe of the licence with relevant parties 15. Confirm and agree to the terms of exploitation of the original work/licence with relevant parties 16. Confirm and agree on the creative control of the original work with relevant parties 17. Negotiate fees relevant to the context of the deal with relevant parties 18. Confirm and agree on the responsibility for enforcing copyright against infringement 19. Accurately record and store terms relating to the licensing deal into a formal contract that is signed by relevant parties
Maintain copyright documentation	20. Store copyright documentation in a secure and accessible form (for retrieval where required) 21. Identify and confirm responsibility to comply with conditions of copyright agreement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- numeracy skills sufficient to negotiate fees and to determine the term of a copyright licence
- literacy skills sufficient to interpret relevant legislation and to complete copyright documentation
- communication skills sufficient to:
 - negotiate deals and achieve agreed outcomes
 - interpret the needs and rights of relevant parties
 - explain the difference between assignment and licensing of copyright
 - explain the difference between performing/mechanical/synchronisation rights and communicating to the public rights
- teamwork skills sufficient to work with relevant parties when negotiating deals
- problem solving skills sufficient to solve problems arising from negotiating deals
- technology skills sufficient to use documentation systems for preparing formal contracts and recording/storing copyright agreements

Required knowledge

- copyright, intellectual property and licensing legislation relevant to managing and exploiting copyright arrangements
- industry organisations dealing with copyright, intellectual property and licensing
- recognised procedures to determine copyright ownership
- function of the Australian Copyright Council as it relates to own work context
- function of copyright collection societies as they relate to copyright exploitation
- copyright conventions in relation to intellectual property (using, producing and protecting), publishing and new technology.

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to research and/or seek appropriate assistance to manage and exploit copyright • understanding of the difference between assignment and licensing of copyright • understanding of the role of organisations relevant to copyright legislation and business.
Context of and specific resources for assessment	Assessment must ensure: • access to copyright, intellectual property and licensing legislation, including the Copyright Act 1968 and Copyright Amendment (Digital Agenda) Act 2000 • access to an environment where original work can be commercially exploited under copyright • access to reliable legal advice where required • access to appropriate technology to prepare copyright documentation • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation of the candidate managing and exploiting copyright arrangements • case studies to assess ability to research commercial exploitation opportunities • written and verbal questioning or interview to test knowledge of assigning and licensing of copyright • problem solving activities to assess ability to solve problems arising from negotiating deals • review of portfolios of evidence and third party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • FNSICGEN402A Participate in negotiations.

Range Statement

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.

<i>Original works</i> may include:	• artistic works, e.g. paintings, drawings, cartoons, sculpture, craft work, architectural plans, buildings, photographs, photographic imagery, maps, plans, special effects make-up • broadcasts, e.g. television, radio • cinematograph films, e.g. film, video, DVD • compilations, e.g. anthologies, directories, databases • computer programs • dramatic works, e.g. choreography, screenplays, plays, mime pieces, performances • musical works/performances • published editions • sound recordings/performances • textual material, e.g. journal articles, novels, screenplays, poems, song lyrics, reports.
<i>Copyright issues</i> may include:	• exploited reversion triggers • length of control period after expiration of term • non-exploited reversion triggers • ownership of materials • term of licence or assignment.
<i>Exclusive rights</i> may include:	• communicating the work to the public • importing the work into Australia • licensing and assigning the work • making an adaptation of the work • making the work public for the first time • performing/showing/transmitting the work in public • reproducing the work • synchronising the work • translating the work.

RANGE STATEMENT	
Relevant parties may include:	- agents/artists' managers/industry managers - artists - employee associations/union representatives - industry/industry association representatives - legal representatives - licensors/publishers.
Licence may include:	- exclusive licence - implied licence - non-exclusive licence.
Creative control may include:	- right of approval of sub-licensing or assignments - selection of material - selection of producers - to what extent and how the work may be recast - ways in which the work is exploited.
Fees may include:	- advance recouped against royalty - outright fee or royalty, or a combination of both.
Documentation may include dated copies of:	- artwork - contracts - digital media products - footage - letters or other communications with people who have access to the original work - manuscripts - music, presented in any media or format - negatives/photographs/photographic imagery - recordings - scores (music/film).

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - Compliance

Co-requisite units

Co-requisite units		

CUFCOS501A Manage an off-site wardrobe department

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage an off-site wardrobe department. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Wardrobe supervisors in the screen, media and entertainment industries apply the skills and knowledge described in this unit. On feature film or television drama shoots, they oversee the day-to-day running and use of the wardrobe on set. They manage on-set staff (e.g. costume assistants) and ensure that costumes are cleaned, ironed and ready for use according to shooting schedules. Wardrobe supervisors are also responsible for organising the transport of costumes to sets or locations, and for ensuring that all items of equipment, e.g. sewing machines, steamers and irons are available and in working order. Good organisational skills are necessary, along with attention to detail and the flexibility to deal with last-minute changes to wardrobe requirements. Even though wardrobe supervisors work with a high degree of autonomy, they are members of a production team and generally report to costume designers/supervisors or production managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Establish an off-site wardrobe area	1. Clarify off-site wardrobe requirements in consultation with <i>relevant personnel</i> and with reference to production <i>documentation</i> 2. If appropriate, carry out a site inspection to determine the most appropriate location for an off-site wardrobe department 3. Document plans for the establishment of off-site

ELEMENT	PERFORMANCE CRITERIA
	wardrobe departments according to enterprise procedures 4. Ensure that power supply and facilities are sufficient to meet wardrobe needs for productions 5. Ensure that wardrobe areas are linked to sets via communication lines/phone and that light quality is suitable for working 6. Conduct pre-departure checks on equipment to be used off-site 7. Complete required stock orders and ensure availability in time for productions 8. Coordinate the safe and efficient transport of wardrobe equipment and costumes to off-site locations
Coordinate wardrobe operations	9. Check and document the condition of items transported to production sites, including those from specialist manufacturers and hirers 10. Check and document the condition of hired items or specially manufactured items, on receipt 11. Document shortages or damaged items according to enterprise procedures 12. Secure costume items and accessories to minimise theft or damage 13. Supervise the maintenance and cleaning of costumes and accessories as required. 14. Oversee costume continuity, taking into account last-minute changes to production schedules or scripts 15. Deal with operational problems promptly and efficiently and, as required, alert relevant personnel to action taken 16. Liaise with colleagues in other departments during productions to ensure a coordinated, holistic approach to production services and cleaning of costumes and accessories as required
Disassemble off-site wardrobe department	17. Clean and safely pack wardrobe equipment and costumes to avoid damage and prepare for transport as required 18. Document equipment that is damaged and requires maintenance and report to relevant personnel 19. Leave worksites in the original or improved conditions, ensuring that there has been no adverse impact on sites

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - interpret production documentation
 - liaise with a wide range of production staff
 - supervise team members
 - convey changes to wardrobe requirements in an effective and efficient manner
 - complete workplace documentation
- initiative and flexibility in the context of:
 - dealing with last-minute changes to wardrobe requirements
 - undertaking a range of tasks concurrently
- capacity to solve problems while under pressure with minimum disruption to work flows
- technical skills sufficient to:
 - use standard word processing, database and spreadsheet applications in the context of coordinating wardrobe operations
 - supervise costume maintenance
- self-management skills sufficient to:
 - work under pressure and meet deadlines
 - follow manufacturer specifications and enterprise policies and procedures
- numeracy skills sufficient to interpret budgets and cost estimates

Required knowledge

- a well-developed understanding of administrative procedures associated with providing wardrobe services
- industry knowledge, including:
 - structure of the relevant industry sector
 - roles and responsibilities of personnel in the relevant industry sector
 - broad understanding of the artistic and technical elements of productions
- duty of care to colleagues and the general public, especially on location
- OHS procedures as they relate to providing wardrobe services

Evidence Guide

EVIDENCE GUIDE

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 following is essential:

- effective operation of an off-site wardrobe department that demonstrates an ability to:
 - correctly interpret production documentation
 - take into account factors such as venue and transport requirements, type of production, and resource and budgetary constraints
 - meet production requirements
 - supervise others
- effective verbal and written communication skills
- attention to detail
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through operating an off-site wardrobe department for at least two productions
- access to productions that require an off-site wardrobe department
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 and third-party workplace reports of on-the-job performance
- evaluation of documentation prepared by the candidate to determine whether relevant factors have been identified and dealt with appropriately
- observation of the candidate managing a wardrobe department on location
- written or verbal questioning to test knowledge as

EVIDENCE GUIDE	
	listed in the required skills and knowledge section of this unit and to evaluate the processes used in developing and realising creative concepts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUETEM01C Coordinate production operations • BSBMGT515A Manage operational plan.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• costume designer • costume production staff • director • director of photography • floor manager • head of department • make-up and hair personnel • other technical/specialist staff • performers • producer • production designer • supervisor • technical director • wardrobe department personnel.
<i>Documentation</i> may include:	• budgets • confirmation of receipt and dispatch notes • continuity documentation • costume break-down lists • costume plots • descriptive costume checklists

RANGE STATEMENT	
	• fault reports • hire agreements • manufacturer specifications/instructions • memos of instruction • operational/project plan • production schedules • running sheets • scripts • stock orders • stock reports.
Facilities may include:	• dressing-rooms • fitting rooms • furniture and equipment • production space • storage units and space.
Productions may include:	• commercials • documentaries • feature films • filmed events or performances • live or prerecorded television productions • live performances • music videos • short films • television productions • theatrical productions.
Equipment may include:	• clothing storage and transportation bags • coat hangers • conversion tables • cutting boards and tables • dressmaker's dummies • dyeing facilities • glue guns • hand-held cutting machines • hanging racks • industrial or domestic irons, presses and steamers • laundry facilities, e.g. washing machines, dryers • measuring tapes • overlockers

RANGE STATEMENT	
	• portable or fixed sewing machines, industrial or domestic • scissors and cutters • spray guns • tools, e.g. wire cutters, hammers, pliers • wardrobe base: studio/location or production office.
Stock may include:	• cutting blades • fabric • fasteners • haberdashery • pattern paper • solutions • thread • trim.
Safe and efficient transport involves ensuring that:	• costume items are packed and handled in a way that avoids damage to items • costume items arrive in time at the correct location • instructions to transport provider are clear, accurate and complete • transportation method is: • suitable for the nature and quantity of costumes • appropriate for the location.
Costumes may include:	• accessories • character costumes • contemporary wear • corsetry • costume jewellery • dance wear • female, male, child and animal costumes • millinery • padding • period costumes • tailored costumes • undergarments.
Locations may include:	• day • entertainment venue • exterior

RANGE STATEMENT

	• interior • night • outside broadcast • sound stage • studio • theatre.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - Costume

Co-requisite units

Co-requisite units		

CUFCOS504A Design costumes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design costumes for the screen, media and entertainment industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Costume designers in the screen, media and entertainment industries apply the skills and knowledge described in this unit. Their role is integral to defining the overall 'look' of productions, and their creative work ranges from designing original costumes, to overseeing the purchase and adaptation of ready-made outfits. Costume designers must carry out research into the costume styles, designs and construction methods that are appropriate for the production's time period, using a number of resources, including libraries, museums and the internet. They need creative flair, a strong sense of colour and design and the ability to draw. They should be confident in their knowledge of period costume, jewellery, corsetry, hosiery, millinery, footwear, costume accessories, etc. They must be experts on fabric qualities, clothing cuts, fits and techniques, pattern making and sewing. Creatively, they should know how to dress to particular faces or physiques to create characters.

	Even though they work with a high degree of autonomy, costume designers are members of a creative production team and work closely with directors and other designers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Interpret creative briefs	1. Analyse performance outlines/scripts to determine overall production concepts

ELEMENT	PERFORMANCE CRITERIA
	2. Participate in preliminary concept meetings with relevant personnel to clarify understanding of costume design requirements 3. Identify factors that may have an impact on the design process 4. With reference to production documentation, itemise elements that need to be addressed during the design phase
Conduct research	5. Identify and source references that may inform the design process 6. Critically analyse sources and references in the context of design projects 7. Consider the impact and potential of new and emerging technologies to inform the design process 8. Collect, collate and adapt materials to develop initial design concepts 9. Organise research material for ease of access by relevant personnel during the design development process
Generate and assess ideas	10. Generate a range of costume design ideas that respond sympathetically to the brief and provide creative solutions to design issues 11. Assess ideas and collaborate, as required, with relevant personnel to maximise contribution of ideas to initial concepts 12. Continuously reflect on and appraise ideas for implications on cost, technical feasibility and creative requirements
Develop and document designs	13. Hold ongoing discussions with relevant personnel so that additional requirements and new ideas are considered and incorporated during the development of designs 14. Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation 15. Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection/discussion 16. Develop costume designs from initial concepts ensuring that all production and design factors are taken into account 17. Organise or undertake testing and experimentation with selected costume designs 18. Develop accurate records of designs, including relevant information

ELEMENT	PERFORMANCE CRITERIA
Finalise designs	19. Present draft costume construction plans and specifications to relevant personnel in an appropriate format 20. Participate in initial and ongoing evaluation of presented designs 21. Negotiate and agree to modifications and amend designs as required 22. Produce accurate and comprehensive documentation to support implementation of designs 23. Present final designs, plans and specifications to relevant personnel and confirm that all production requirements have been met 24. Reflect on own role in design process and note areas for future improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and organising skills sufficient to:
 - meet deadlines
 - undertake research to inform the design process and systematically organise research materials
- problem solving skills in the context of ensuring that all costumes meet performers' requirements and specifications
- communication, literacy and teamwork skills sufficient to:
 - interpret and clarify written proposals and/or creative briefs
 - work collaboratively in a team environment
 - present ideas for the design of costumes for discussion and feedback from team members
 - reach agreement with relevant personnel on final costume designs
 - consult with production personnel about costume design and construction issues to ensure creative and technical production requirements are met
 - produce detailed costume design and construction documentation
- initiative, enterprise and creativity in the context of:
 - creating and refining costume design concepts

REQUIRED SKILLS AND KNOWLEDGE

- thinking laterally when developing concepts
- undertaking background research to inform the design process
- maintaining design integrity
- technical skills sufficient to:
 - use the internet for research
 - use standard word processing packages
 - draw/sketch in the context of designing costumes
- numeracy skills sufficient to interpret budgets
- self-management skills sufficient to:
 - work under pressure
 - provide timely advice and documentation

Required knowledge

- role of costume design within the overall artistic direction of productions
- the production scheduling process and its interrelationship with the design process
- role of costume designers and how this may differ depending upon the production, and relationship with other designers and production personnel
- relationship between different design elements, e.g. costume, sets, lighting, props, sound
- copyright, moral rights and intellectual property legislation in relation to costume design
- ethical standards and protocols for designers working in the screen, media and entertainment industries
- the formal principles and elements of design and their relevance to costume design
- research skills in relation to costume design, including creative interpretation and adaptation
- principles and techniques of design and script break-down
- sources and availability of materials and equipment used in costume design
- costing and budgeting techniques for costume design
- current and emerging technologies available to costume designers
- construction methods and implementation issues associated with the realisation of costume designs
- issues and challenges that arise in the context of designing costumes
- typical formats and techniques for documenting costume designs
- OHS standards as they relate to the process of designing costumes

Evidence Guide**EVIDENCE GUIDE**

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 following is essential:

- documented costume designs that demonstrate an ability to:
 - take production environment and constraints into account
 - meet creative requirements of productions
 - undertake research to inform the design process
 - meet deadlines
- effective communication and negotiation skills in the context of finalising costume designs
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through a range of costume design assignments for at least two productions
- access to productions that require the design of costumes
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 and third-party workplace reports of on-the-job performance
- evaluation of costume design documentation prepared by the candidate to determine whether production requirements have been met
- observation of the candidate presenting costume designs to colleagues for discussion to assess candidate's communication and negotiation skills
- written or verbal questioning to test knowledge as

EVIDENCE GUIDE	
	listed in the required skills and knowledge section of this unit and to evaluate the processes used in developing and realising creative concepts • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBDES402A Interpret and respond to a design brief • CUEIND02B Research and evaluate theatrical references to inform industry practice • CUFCOS505A Realise costumes.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• costume production staff • director • director of photography • floor manager • make-up and hair personnel • other specialist staff • performers • producer • production designer • production manager • stage manager • wardrobe department personnel • wardrobe supervisor/manager.
<i>Costumes</i> may include:	• accessories • basic styles, e.g.: • pants

RANGE STATEMENT	
	• shorts • skirts • blouses • contemporary wear • corsetry • costume jewellery • dance wear • female, male, child and animal costumes • millinery • padding • pre-production toiles • tailored costumes • undergarments.
Factors may include:	• availability of personnel • availability of resources • available budget • effective use of resources • expectations of producers and/or directors • needs of other production areas • production schedule • production values • research findings • role of designer in the costume construction phase • space/venue specifications or restrictions • style/period/nature of production • timelines.
Documentation may include:	• call sheets • computer generated • costume break-down lists • costume patterns • costume plots • descriptive costume checklists • manually written • manufacture schedules • manufacturer specifications/instructions • measurement charts • memos of instruction • operational/project plan • production schedules

RANGE STATEMENT	
	• running sheets • scripts.
References may include:	• collages • digital images • film, video • internet • models • musical scores • paintings and illustrations • photographs • reference books/journals/texts • scripts • sketches • technical production drawings • writings of the period.
Records may include:	• mock-ups • plans, computer or manually generated • samples • specifications.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - Costume

Co-requisite units

Co-requisite units		

Co-requisite units		

CUFCOS505A Realise costumes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the costume realisation process. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Costume designers working on productions in the screen, media and entertainment industries apply the skills and knowledge described in this unit. During pre-production, they are responsible for breaking down scripts scene by scene, in order to work out how many characters are involved, and what costumes are required. They then begin the more complex task of developing costume plots for each character and managing the whole process of constructing or acquiring costumes. A thorough understanding of costume studio processes is essential, along with the ability to work independently and to supervise the work of others to achieve the required costume outcomes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Plan costume realisation	1. Confirm <i>costume</i> requirements in consultation with <i>relevant personnel</i> and with reference to <i>production documentation</i> 2. Develop a preliminary plan for the achievement of costume requirements, taking account of the <i>production genre</i> and factors that may impact on the process of realising costumes 3. Agree, allocate and communicate responsibilities, including timelines and budgets 4. Reach agreement on suitable progress evaluation mechanisms 5. Seek feedback on plans with relevant personnel and make adjustments as required 6. Accurately document final plans to realise costumes and

ELEMENT	PERFORMANCE CRITERIA
	provide relevant information to production colleagues, including details of <i>costume studio processes</i> to be undertaken
Coordinate costume realisation	7. Source materials and components required for costume construction 8. Participate in and/or supervise costume studio processes 9. Participate in ongoing production meetings or costume parades and evaluation of costumes 10. Identify and respond to problems promptly 11. Analyse problems and assess and action potential solutions in consultation with relevant personnel 12. Take appropriate follow-up action to monitor the effectiveness of chosen solutions 13. Conduct <i>trials</i>, evaluate results and modify costumes as required 14. Update and distribute documentation in a timely manner throughout the pre-production and production phases 15. Monitor costume issues during productions and keep relevant personnel informed of changes as required
Evaluate costume realisation process	16. Assess costume aspects of productions in relation to key creative objectives 17. Evaluate own role in costume realisation process and note areas for future improvement 18. Share information from evaluations with relevant personnel and incorporate information and conclusions into planning for future productions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- initiative and flexibility in the context of:
 - finding creative solutions to problems associated with constructing and finishing costumes to meet production requirements
 - making adjustments to costumes after dress parades
- problem solving skills in the context of making costumes that fit and can be worn

REQUIRED SKILLS AND KNOWLEDGE

- comfortably during productions
- communication, literacy and teamwork skills sufficient to:
 - research, analyse and break-down scripts
 - do character and costume break-downs
 - document plans for the realisation of costumes
 - source and evaluate materials and components
 - provide leadership to a costume production team
 - communicate effectively with performers during costume fitting sessions
 - complete workplace documentation
- planning and organising skills sufficient to:
 - develop and work to a project plan
 - organise the construction of costumes in a logical sequence
- technical skills sufficient to:
 - use a variety of machinery and equipment to make costumes
 - use computer applications in the context of producing a project plan and associated documentation
- self-management skills sufficient to:
 - work under pressure and meet deadlines
 - keep fitting appointments with performers
 - follow manufacturer specifications and enterprise policies and procedures
- numeracy skills sufficient to measure materials and fit costumes and keep within agreed budgets

Required knowledge

- industry knowledge, including:
 - structure of the relevant industry sector
 - roles and responsibilities of personnel in the relevant industry sector
 - broad understanding of the artistic and technical elements of productions
 - specialist costume construction requirements for a range of performance genres
 - protocols and techniques in relation to fitting performers
- well-developed understanding of the properties of different fabrics and costume components
- principles and techniques of costume design and construction
- purpose and timing of costume parades
- techniques for making alterations to costumes
- OHS procedures as they relate to the safe use of equipment and materials to make costumes

Evidence Guide

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 following is essential:

- realisation of a costume for a performance or production that involves the development of a plan that:
 - includes critical milestones to ensure that production deadlines are met
 - demonstrates an ability to do script and costume break-downs
 - meets costume requirements for a performance or production
 - documents costume studio processes to be followed
 - demonstrates attention to detail
- observance of protocols when measuring and fitting performers
- ability to meet deadlines
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of the application of costume studio processes through the realisation of a costume for a specific character
- access to a costume studio
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 and third-party workplace reports of on-the-job performance
- evaluation of costume realisation plans developed by

EVIDENCE GUIDE	
	the candidate to determine whether production requirements have been met and correct procedures followed • evaluation of costumes at a dress rehearsal to determine whether the production brief has been met • evaluation of a project involving the realisation of a costume for a performance or production to determine whether the candidate has successfully managed all stages of the process • observation of the candidate during fitting sessions with performers to assess communication and problem solving skills, and to determine whether correct protocols have been observed • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFCOS504A Design costumes • CUECOS405A Coordinate costume manufacture.

Range Statement

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.	
<i>Costumes</i> may include:	• accessories • basic styles, e.g.: • pants • shorts • skirts • blouses • contemporary wear • corsetry

RANGE STATEMENT	
	• costume jewellery • dance wear • female, male, child and animal costumes • millinery • padding • pre-production toiles • tailored costumes • undergarments.
<i>Relevant personnel</i> may include:	• costume production staff • director • director of photography • floor manager • make-up and hair personnel • other specialist staff • performers • producer • production designer • production manager • stage manager • wardrobe department personnel • wardrobe supervisor/manager.
<i>Production documentation</i> may include:	• call sheets • character break-downs • computer generated • costume break-down lists • costume patterns • costume plots • descriptive costume checklists • manually written • manufacture schedules • manufacturer specifications/instructions • measurement charts • memos of instruction • operational/project plan • production schedules • research findings • running sheets • scripts.
<i>Production genre</i> may include:	• ballet • commercials

RANGE STATEMENT	
	• film • physical theatre • stage productions, e.g.: • opera • pantomime • drama • musicals • recitals • concerts • street parades • television productions.
<i>Costume studio processes</i> may include:	• accessories and millinery • art finishing • constructing underpinnings • costume break-down • costume construction • costume finishing • descriptive costume checklists • fitting and alterations • identifying performers' requirements, e.g.: • comfort, fit, durability • ease of movement • requirements for physical movement • safety • laying and cutting fabrics • pattern cutting • sourcing materials and components • taking and calculating measurements.
<i>Trials</i> may include:	• costume parades • testing of costumes for durability • testing of fabrics under lighting • toiles to test fit • toiles to test proportion and design.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - Costume

Co-requisite units

Co-requisite units		

CUFDIG201A Maintain interactive content

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain interactive content. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People responsible for updating the content of websites apply the skills and knowledge described in this unit. Under direction, they upload a range of media assets and change text content, using a content management system that may be a proprietary system designed for a static or dynamic website. Changes to the interface and structure of the site are made by people in more senior positions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Check website information for relevance and currency	1. Confirm with <i>relevant personnel</i> frequency of upgrades 2. Obtain revised and additional <i>electronic content</i> and ensure correct versions 3. Confirm with relevant personnel the age limit of links that should be retained or deleted 4. Confirm with relevant personnel other revisions as required
Check links and navigation	5. Select appropriate <i>link-checking software</i>, run software to test links and check currency of existing links 6. Save report document according to technical and organisational requirements 7. Check broken or failed links to determine site closures or new site addresses
Update information	8. Access <i>content management system</i> and load appropriate files 9. Delete closed links and re-establish new site links if available 10. Check internal page links and rectify or delete as required 11. Import and/or change content material as required and

ELEMENT	PERFORMANCE CRITERIA
	specify appropriate <i>metadata</i> if required 12. Make heading, typographical and image revisions applying appropriate style sheets and alt tags if required 13. Insert additional pages or screens as required, applying appropriate templates or themes 14. Upload edited files to server using file transfer protocols (FTP). 15. Advise relevant personnel if new buttons, interface or navigation design are required to incorporate additional materials
Test and confirm changes	16. Check all links are valid 17. Confirm with relevant personnel that all changes have been made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and literacy skills sufficient to:
 - interpret and clarify written or verbal instructions
 - interpret and apply information in user manuals for software applications
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
 - proficiently use a content management system
 - use link-checking software
 - manage files using standard naming conventions
 - apply appropriate metadata to describe documents
 - apply style sheets, templates and themes
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- W3C Accessibility standards relevant to text and images
- internet protocols and data types
- OHS standards as they relate to working on computers for periods of time

Evidence Guide**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 following is essential:

- accurate creation of interactive media information and links
- proficient use of content management systems
- attention to detail.

Context of and specific resources for assessment

Assessment must ensure:

- access to industry-standard authoring software, the internet and an FTP client for uploading content
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 and third-party workplace reports of on-the-job performance
- evaluation of websites where content has been updated by the candidate on a regular basis
- written or oral questioning to test knowledge of internet protocols, data types and W3C Accessibility standards relevant to text and images.

Guidance information for

Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended, for example:

- CUFIND201A Develop and apply creative arts industry knowledge
- CUFRES201A Collect and organise content for broadcast or publication.

Range Statement**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:

- client
- programmer and technical support people
- supervisor
- web manager
- other specialist creative and administrative staff as appropriate.

Electronic content may include:

- audio
- HTML
- images (photographs and illustrations)
- PDF documents
- text
- video
- Word documents.

Link-checking software may include:

- Xenu
- Linkbot
- software internal to content management systems.

Content management systems may include:

- authoring tools, such as:
 - Dreamweaver
 - Contribute
- learning management systems, such as:
 - WebCT

RANGE STATEMENT	
	• Blackboard • Janeson • Moodle • Sharepoint • open source database systems • other proprietary database systems.
Metadata may include:	• author • copyright • date • description • subject • title • other metadata based on Dublin Core or other standards.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

CUFDIG301A Prepare video assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare video assets for inclusion in interactive media. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The size of an organisation or project determines who undertakes the role described in this unit. In a large-scale environment, the person responsible for this task would typically be supervised by a video editor and an interactive media author. In a television production environment, the prime focus of the task involves converting television programs into podcast material or in a form appropriate to streaming or downloading, and this may be a dedicated role under the supervision of a producer. In a smaller organisation or project, a video editor or interactive author or programmer would absorb this task into their own role. In all cases, they are collaborating closely with other team members.

	Skills associated with other aspects of video production at this level are covered in: - CUFCAM201A Assist with a basic camera shoot - CUFPOS201A Perform basic vision and sound editing.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
Identify video assets	1. Obtain digital sources of video 2. Identify file format of source video 3. Identify output purpose, destination and platform 4. Discuss with relevant personnel required output file format and codecs for specified bandwidths 5. Discuss with relevant personnel appropriate video encoding software
Prepare video assets	6. Open appropriate video encoding software and load video file 7. Ensure duration of video sequences meets that required by the specification, and clip if necessary 8. Determine and apply appropriate video and audio codecs 9. Batch and optimise video files where possible 10. Save files in appropriate output file format using standard naming conventions
Package video assets	11. Assign metadata tags if required 12. Group files logically in folder system using standard naming conventions 13. Store in share drive or asset repository for production team access

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and literacy skills sufficient to interpret and clarify written or verbal instructions
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
 - proficiently use video software to prepare video sequences for inclusion in an interactive media product
 - manage files using standard naming conventions
 - apply appropriate metadata tags to describe files
- self-management and planning skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- prioritise work tasks
- meet deadlines
- seek expert assistance when problems arise

Required knowledge

- techniques for saving and preparing digital video output to optimise file size
- OHS standards as they relate to working for periods of time on computers
- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - basic understanding of the relationship between technical and creative aspects and requirements of interactive media projects
 - basic knowledge of the features of a range of delivery platforms
 - basic understanding of what happens when video files are compressed for inclusion in interactive media products
 - appropriate codecs for various platforms and destinations
 - digital video source and output formats

Evidence Guide**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 following is essential:

- preparation of a range of video sequences to be included in interactive media products that meet appropriate technical specifications
- proficient use of video encoding software.

Context of and specific resources for assessment

Assessment must ensure:

- access to industry-standard video encoding software
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy

EVIDENCE GUIDE	
	capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of video assets prepared by the candidate on a number of occasions • written or oral questioning to test knowledge of codecs for various platforms and understanding of file compression.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFSOU301A Prepare audio assets.

Range Statement

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.	
<i>File format of source video</i> includes:	• Betacam, including SP and digital • DVC • DVD • miniDV • SVHS • Umatic • VHS.
<i>Purpose</i> may include:	• animation • e-learning resource • game • interactive application • website.

RANGE STATEMENT	
<i>Destination</i> may include:	• computer-based playback software, such as iTunes • downloading server • internet video players, such as: • QuickTime • Windows Media Player • RealPlayer • progressive downloading (buffering) server • streaming server.
<i>Platform</i> may include:	• CD • DVD • games console • internet • kiosk • mobile phone • other video playback devices • personal digital assistant (PDA) • video player (iPods).
<i>Relevant personnel</i> may include:	• client • producer • programmer and technical support people • supervisor • video editor • other specialist creative and administrative staff.
<i>Output file formats</i> include:	• FLV • lossless and lossy • M4V • MOV • MPEG-2 • MPEG-4 • RealMedia • WAV • WMV.
<i>Codecs</i> may include:	• audio codecs, including: • mono and stereo • bit sampling rates and bit depth • standardised and pre-set codecs • video codecs, including:

RANGE STATEMENT	
	• screen size • frame rate • bit rate (constant and variable) • one pass and double pass • standardised and pre-set codecs, such as: • H.261, H.263 and H.264 • MPEG • Sorenson, Cinepak, RealVideo • MMV.
Video encoding software may include:	• specialised video compression tools, such as DivX and Squeeze • video editing tools, such as: • Adobe Premier • Final Cut Pro • Final Cut Express • QuickTime Pro • Media 100 • iMovie • Movie Maker • WaveLab.
Metadata tags may include:	• author • copyright • description • other as specified • resolution • version.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

CUFDIG303A Produce and prepare photo images

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare photo images for integration into an interactive media sequence or product. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This role may be assigned to a graphic artist or, in a larger project, to a photographer who works closely with a programmer or interactive media author to publish required images. The photography ranges from digital still composition to panoramas for the production of virtual worlds. Photo images can include landscapes, objects and portraits. Specialist skills associated with photography are covered in: • CUVPHI06A Plan and carry out image capture in response to a brief.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Use scanner to capture photo images	1. Source and select appropriate photographic images according to requirements of photographic <i>project</i> brief 2. Discuss selection of images with <i>relevant personnel</i> 3. Assess <i>scanner features</i> to ensure that outcomes will meet the requirements of brief 4. Operate scanner according to manufacturer specifications 5. Select <i>scanner settings</i> to ensure image capture meets production requirements 6. Transfer and store photographic image files to a computer using standard naming conventions
Use digital camera to create photo images	7. Discuss photographic project brief with relevant personnel

ELEMENT	PERFORMANCE CRITERIA
	8. Assess digital camera features to ensure that outcomes will meet the requirements of brief 9. Plan camera shots taking into account lighting, framing, composition and other photographic techniques 10. Load and operate digital camera according to manufacturer specifications 11. Consider digital camera focus, exposure and shutter speed to ensure image capture meets production requirements 12. Check photographic images for fitness of purpose to comply with brief 13. Transfer and store photographic image files to a computer using standard naming conventions
Edit photo images	14. Load digital imaging software and import photo image source files 15. Manipulate and save digital images using designated digital imaging software 16. Create photo images that incorporate visual design and communication principles using designated digital imaging software 17. Evaluate the outcome for visual impact, effectiveness and fitness for purpose 18. Confirm outcome with relevant personnel
Prepare photo image assets	19. Save files in appropriate output format to meet platform requirements 20. Assign metadata tags if required 21. Group files logically in a folder system using standard naming conventions 22. Store files in share drive or repository for production team access

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- interpret and clarify written or verbal instructions
- consult equipment operation manuals
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
 - proficiently use a scanner to reproduce photo images to specification
 - proficiently use a digital camera to create well-composed photo images
 - proficiently use digital imaging software to manipulate and prepare photo images
 - manage files using standard naming conventions
- self-management skills sufficient to:
 - work under pressure
 - meet deadlines
 - seek expert assistance when problems arise
- problem-solving skills sufficient to anticipate and resolve minor equipment set-up problems

Required knowledge

- basic photographic techniques
- basic principles of visual design and communication
- appropriate file formats for various platforms
- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - basic understanding of the relationship between technical and creative aspects and requirements of interactive media projects
 - basic knowledge of the features of a range of delivery platforms
- OHS regarding the use of scanners, cameras and computers, and handling and disposing of lithium batteries

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to use digital imaging software to prepare high quality photo images that satisfy the requirements of a range of briefs • efficient operation of a scanner and digital camera to capture images.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of resources and equipment currently used by industry, including: • flatbed scanner • digital camera • industry-standard graphics software • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of photo images prepared by the candidate on a number of occasions • practical demonstration by the candidate of scanner and digital camera operation • written or oral questioning to test knowledge of file formats and OHS issues.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG304A Create visual design components.

Range Statement

RANGE STATEMENT

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.

Projects may include:

- e-commerce
- educational product
- game
- information product
- promotional product
- training product
- website.

Relevant personnel may include:

- client
- designer
- graphic artist
- interactive media author
- programmer, coder and technical support people
- supervisor
- web manager
- other specialist creative and administrative staff.

Scanner features may include:

- bit depth
- dynamic range
- optical resolution
- output format (e.g. RGB, greyscale or CMYK)
- platen size
- reflective or transmissive (film)
- range of film holders.

Scanner settings may include:

- bit depth
- colour or greyscale
- colour/target/working space
- crop
- destination
- dust and scratch handling (e.g. ICE, FARE)
- grain management (e.g. GEM)
- multi-sampling
- orientation
- output dimension and resolution or file size

RANGE STATEMENT	
	• preferences/options • restoration of colour (e.g. ROC) • scaling • sharpening • source image type • tones, contrast, colour cast, saturation.
Digital camera features may include:	• aperture • automatic, program or manual settings • batteries • colour, target, working space • compatibility with hardware and digital imaging software • exposure compensation • file format • flash, fill flash • lens focal lengths, such as wide angle, close-up and telephoto • menu functions • resolution - megapixels • shutter speed • size and type of memory card(s) • subject modes • white balance.
Photographic techniques may include:	• composition • depth of field • dynamic range • field of view • framing • lighting.
Digital imaging software may include:	• a wide range of programs, e.g.: • Adobe Photoshop • Adobe Photoshop Elements • Adobe Photoshop Lightroom • Apple Aperture • Corel Paint Shop Pro • Corel PhotoPaint • GNU Image Manipulation Program (GIMP and GIMPshop).
Manipulating digital images may	• appending text/type for files and captions

RANGE STATEMENT	
include:	• brushing • creating artistic effects • cropping • editing • eliminating red eye • emulating photographic effects • image enhancement including tones, contrast, colour cast/tint, saturation • masking layers • retouching (i.e. cloning, rubber stamping, healing, patching) • sharpening • stitching (panoramic scenes) • using layers for composites • using pre-sets.
Visual design principles may include:	• balance • emphasis • movement • perspective • proportion • scale • unity.
Communication principles may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.
Output formats may include:	• GIF • JPEG • PDF • PICT • PNG • PSD • TIFF.
Platforms may include:	• CD • DVD • games console • internet • kiosk • mobile phone • other video playback devices

RANGE STATEMENT	
	• personal digital assistant (PDA) • video player (iPods).
Metadata tags may include:	• author • copyright notice • date of capture/date created • description • EXIF and IPTC standards • file size • format • headline/caption • keywords/subject • location/GPS coordinates • resolution • rights usage terms • roll/identifier # • subject • time • title • version.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

Co-requisite units		

CUFDIG401A Author interactive media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to author a complete interactive media product, for example, a whole website. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People in this role need a sound understanding of mark-up languages (HTML and XML). In addition, they need to be familiar enough with scripting languages to use script libraries in authoring software to provide interactive features. Authors work primarily on client-side technologies. In the construction of dynamic websites, for example, they develop the templates, themes and style sheets for the programmers and technical support team to integrate into the database and install on a web server. Authors also develop forms and form objects, but the scripting for form processing is provided by programmers. Authors may also use a variety of authoring software to produce complex interactions such as digital simulations, games and puzzles. In interactive media development, authors are working with a team, including user interface designers, interactive

	designers, asset creators and server-side programmers. Skills associated with scripting are covered in: CUFDIG404A Apply scripting language in authoring.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Identify multimedia	1. Obtain <i>design specifications</i>

ELEMENT	PERFORMANCE CRITERIA
elements	2. Locate content required for productions 3. Discuss issues of integration and formats of media assets with relevant personnel 4. Determine with relevant personnel an interactive sequence to become the prototype
Identify scope of authoring software	5. Identify range of industry-standard authoring software 6. Assess the authoring software in relation to specified delivery platform 7. Discuss selection of authoring software with relevant personnel to ensure selection will meet specified outcomes 8. Select authoring software best suited to job requirements
Use authoring software	9. Load authoring software 10. Create a new file for the specified task and name using standard naming conventions 11. Display and use tools and features of authoring software relevant to the authoring process
Create interactive sequence	12. Slice and reassemble the user interface appropriate to the authoring software 13. Import and assemble components in appropriate sequence according to creative requirements 14. Create interactive features according to creative and technical requirements, sourcing and writing appropriate markup and scripting languages as required 15. Check that interactive sequence conforms to navigation design 16. Integrate media assets to ensure highest levels of technical performance 17. Check that interactive sequence conforms to loading specifications 18. Test for interoperability, eliminate all bugs and validate scripting 19. Present interactive sequence as a prototype ensuring that sequence meets creative, production and technical requirements 20. Save output file formats and identify for specified purpose
Evaluate interactive prototype	21. Present prototype to relevant personnel 22. Evaluate prototype against design specifications, including achievement of a creative and user-centred

ELEMENT	PERFORMANCE CRITERIA
	product 23. Discuss and agree on required changes 24. Assist in user trials as required 25. Evaluate feedback from user trials 26. Seek confirmation from relevant personnel to transform prototype into final product
Seek confirmation from relevant personnel to transform prototype into final product	27. Make necessary changes as indicated by user trials 28. Replicate prototype functionality to complete the interactive product 29. Make final checks to ensure sequences conform to design specifications 30. Test for interoperability, eliminate bugs and validate scripting 31. Save to specified storage system accessible to production team 32. Assist in loading product to specified platform as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and literacy skills sufficient to interpret and clarify written or verbal instructions
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
 - correctly interpret design briefs, and design and technical specifications
 - proficiently use appropriate authoring and graphics software
 - seamlessly integrate and optimise a range of media assets to highest levels of technical performance
 - create and apply style sheets, templates or themes to conform with W3CAccessibility standards as they apply to client-side technology
 - manage files and directories using standard naming conventions and version control protocols
- initiative and flexibility in the context of troubleshooting and solving problems as

REQUIRED SKILLS AND KNOWLEDGE

- they arise during the authoring process
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance as required

Required knowledge

- scope and applicability of industry-standard authoring software
- technical requirements for integrating digital content for use on a range of delivery platforms, including:
 - animation
 - graphics
 - text
 - video
 - audio
- user-centred design principles
- design principles of layout and composition
- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - sound understanding of the relationship between technical and creative aspects and requirements of interactive media projects
 - sound knowledge of the features of a range of delivery platforms
 - markup and scripting languages as they apply to relevant authoring software
 - W3C Accessibility standards
 - purpose and process of validation and the role of interoperability standards
 - issues and challenges that arise in developing interactive media products
- OHS standards as they relate to working on computers for periods of time

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of an integrated and fully functional interactive media product that: • conforms to design specifications • meets W3C Accessibility standards • demonstrates creativity in design solutions • collaborative approach to work.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of resources, equipment and current industry-standard software as listed in the range statement • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of at least two interactive products authored by the candidate • written or oral questioning to test knowledge of the processes followed to develop an interactive product and the respective roles and responsibilities of team members.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG404A Apply scripting language in authoring • ICAU4207B Apply web authoring tool to convert client data for websites.

Range Statement

RANGE STATEMENT

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.

Design specifications may include:

- creative requirements
- navigation design
- priority levels of W3C Accessibility standards
- storyboards
- technical specifications, including:
 - disk space
 - delivery platform
 - file format for final product
- time
- user interface design.

Productions may include:

- e-commerce
- educational product
- game
- information product
- interactive application
- promotional product
- training product
- website.

Media assets may include:

- animation
- audio
- graphics
- images
- text
- video.

Relevant personnel may include:

- animator
- artist
- asset creator
- graphic designer
- graphic interface designer
- instructional designer
- navigation designer
- programmer
- project manager

RANGE STATEMENT	
	• sound engineer • video producer • other specialist staff.
Industry-standard authoring software may include:	• Authorware • Breeze • Captivate • Contribute • Director • Dreamweaver • Flash • GoLive • PageMill • RoboDemo • graphics software, including: • Photoshop • Fireworks • Illustrator • simulation software, such as LabView.
Delivery platform may include:	• CD • DVD • internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.
Markup and scripting languages may include:	• ActionScript • HTML • JavaScript • Lingo • XML • other proprietary scripting languages.
Output file formats may include:	• DIR/DCR • FLA/SWF • HTML • PDB • PDF • PRC • TXT • WAP

RANGE STATEMENT

	• XML • other proprietary formats.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

CUFDIG402A Design user interfaces

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design user interfaces for interactive media products. Prototype testing of interfaces with, for example, focus groups, is a key aspect of the role. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit requires the application of visual communication principles to the design of user interfaces that form part of interactive media products, such as web environments, games or e-learning resources. People in this role respond to clearly defined briefs. They work collaboratively in a team environment where the expertise of other team members, e.g. designers and programmers, contributes to the final specifications for user interface designs. More complex skills associated with the testing and design of whole interactive media products are covered in: • CUFDIG501A Coordinate the testing of interactive media products • CUFDIG502A Design web environments • CUFDIG503A Design e-learning resources

	CUFDIG504A Design games.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Identify project requirements	- Discuss concept with <i>relevant personnel</i> to ensure that design briefs are fully understood - Identify technical parameters of interactive media products, including <i>delivery platform</i> - Identify target <i>audience and user characteristics</i>

ELEMENT	PERFORMANCE CRITERIA
	4. Obtain information architecture specifications if available
Draft design specifications	5. Visualise concepts and develop preliminary sketches based on content architecture and audience characteristics 6. Sketch basic screen layout showing main spatial zones 7. Specify functional areas within screen layouts 8. Specify metaphors and look and feel of user interfaces 9. Develop final detailed sketches taking into consideration all ideas generated 10. Gain approval from relevant personnel to ensure that interfaces meet all requirements 11. Write user interface design specifications to include relevant advice to development teams
Finalise user interface designs	12. Develop focus test plans for user interfaces to identify their strengths and weaknesses 13. Incorporate design changes to information architecture in design specifications 14. Obtain final agreement from relevant personnel for finished designs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify written or verbal instructions
 - interpret design briefs and results of focus tests
 - work collaboratively in a team environment
 - present user interface design concepts to team members for discussion and feedback
 - respond constructively to feedback received from other team members
 - complete workplace documentation
- conceptual and creative skills to generate a range of ideas for user interfaces
- technical skills sufficient to create designs using storyboards, maps and other diagrams to specify the architecture and navigation of interactive media products

REQUIRED SKILLS AND KNOWLEDGE

- self-management and planning skills sufficient to:
 - prioritise work tasks and meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - sound understanding of the relationship between technical and creative aspects and requirements of interactive media projects
 - issues and challenges that arise in designing user interfaces
- principles of visual design and communication, including user-centred design principles
- technical parameters of various platforms and how these impact on user interface designs
- typical formats and techniques for documenting user interface designs
- OHS standards as they relate to working for periods of time on computers

Evidence Guide**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 following is essential:

- clearly documented and user-tested user interface design specifications for an interactive media product
- ability to work effectively as a member of a production team.

Context of and specific resources for assessment

Assessment must ensure:

- access to briefs on which to base user interface designs
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy

EVIDENCE GUIDE	
	capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of at least two user interfaces designed by the candidate • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG304A Create visual design components • CUFDIG403A Create user interfaces.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• art director • client • educator • graphic designer • head of department • information architect • instructional designer • programmer • technical director • technical staff • other specialist creative and administrative

RANGE STATEMENT	
	staff.
<i>Delivery platform</i> may include:	• CD • DVD • games console • internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.
<i>Audience and user characteristics</i> may include:	• computer literacy • demographics, such as: • age • gender • education • occupation • cultural background • location • hobbies • interests • internet literacy • language, literacy and numeracy • personas • specific needs - physical or psychological.
<i>Information architecture specifications</i> may include:	• content inventory • diagrams • flow charts • maps • navigation charts • plans • storyboards • wire frames.
<i>Spatial zones</i> may include:	• banners • content areas • grids • headings • images • logos • media assets • menu systems

RANGE STATEMENT	
	• subheadings.
Functional areas may include:	• 2D and 3D viewports • buttons • edit boxes • list boxes • login facility • menus • picture boxes • radio buttons • scroll bars • search facility • text boxes.
Look and feel may include:	• ambience • brand • colour combinations • design elements • meaning • message • metaphor • theme • tone.
Design specifications may include:	• composition • design features, including: • logos • banners • photographs • illustrations • diagrams • layout • look and feel • sketches.
Focus test may include:	• documentation of focus test outcomes • environment and facilities • focus test implementation plan • focus test objectives • test group members selected according to test plan and criteria, such as: • age • sex

RANGE STATEMENT

	• location • other socioeconomic factors.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

CUFDIG403A Create user interfaces

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create a user interface for an interactive media product. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	A person who applies the skills and knowledge outlined in this unit works to technical and creative specifications provided by a user interface designer or other designers. There is scope for individual creativity because a person in this role is expected to generate a range of design options that respond to concepts documented in design specifications. However, these ideas need to demonstrate a sound understanding of user-centred design principles, as well as comply with standards that apply to the specific platforms on which the user interface will be run. This work is undertaken with some supervision or guidance. Skills associated with designing user interfaces are covered in: • CUFDIG402A Design user interfaces.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Clarify project requirements	1. Use <i>design specifications</i> in consultation with <i>relevant personnel</i> to clarify the target user, audience and <i>purpose of interactive media products</i> 2. Obtain samples of text content and <i>media assets</i> to be integrated into user interfaces 3. Determine file <i>output format</i> for <i>delivery platform</i> of interactive media products
Generate ideas	4. Research interactive media product user interfaces, designs, images, artwork and other creative sources that

ELEMENT	PERFORMANCE CRITERIA
	may inspire design ideas 5. Obtain other relevant information that may influence or be incorporated into design ideas 6. Determine need for copyright clearance and identify potential for fair use of copyright material 7. Obtain and record copyright clearance if required 8. Use sketches and concepts in specifications as the basis for generating range of design ideas that are technically feasible and provide creative solutions to all design issues 9. Present interface design ideas to relevant personnel for discussion and feedback
Plan approach	10. Select final design, incorporating feedback from relevant personnel as required 11. Identify range of appropriate industry-standard graphics software 12. Discuss and select graphics software with relevant personnel to ensure selection meets specified outcomes 13. Explore range of typographical and visual design elements that could be used in development of interface designs
Produce user interfaces	14. Use graphics software to develop structure for user interfaces based on final design concepts 15. Source or create and integrate all graphic interactive components 16. Apply visual design and communication principles to the development of user interfaces 17. Ensure that user interfaces meet the principles of user-centred design and relevant standards 18. Ensure that user interfaces enhance the display of digital content 19. Document styles for text and presentation for use in style sheets and templates or themes 20. Save user interfaces in an appropriate output format that satisfies technical parameters in consultation with relevant personnel
Evaluate user interfaces	21. Review user interfaces to assess effectiveness of creative solutions, appropriateness to the user and audience, and technical feasibility 22. Discuss and confirm with relevant personnel additional requirements or modifications to the overall design and

ELEMENT	PERFORMANCE CRITERIA
	undertake any necessary amendments

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify written or verbal instructions
 - interpret design specifications
 - work collaboratively in a team environment - both independently on assignment and under direction
 - present a range of user interface designs to team members for discussion and feedback
 - respond constructively to feedback received from other team members
 - complete workplace documentation
- creative skills sufficient to:
 - generate feasible ideas for user interface designs that meet specifications
 - apply visual design and communication principles to produce user interface designs
- technical skills sufficient to:
 - proficiently use graphics software to produce user interface designs
 - create user interface designs to meet standards and platform parameters
 - manage files and directories using standard naming conventions
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - sound understanding of the relationship between technical and creative aspects and requirements of interactive media projects
 - issues and challenges that arise in creating user interfaces

REQUIRED SKILLS AND KNOWLEDGE

- standards as they apply to user interfaces, including W3C Accessibility, interoperability, usability and readability
- visual design and communication principles, including user-centred design principles
- design elements
- typography
- copyright clearance procedures
- OHS standards as they relate to working for periods of time on computers

Evidence Guide**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 following is essential:

- creation of user interfaces that:
 - visually communicate to target user and audience
 - meet required standards and technical parameters of the specified platform
- ability to work effectively as a member of a production team.

Context of and specific resources for assessment

Assessment must ensure:

- access to design specifications typically used in industry
- access to current industry-standard software as listed in the range statement
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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:

EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of a range of user interfaces created by the candidate in response to design specifications • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG304A Create visual design components • CUFDIG402A Design user interfaces.

Range Statement

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.	
<i>Design specifications</i> may include:	• creative requirements • manufacturing specifications • navigation design • priority levels of W3C Accessibility standards • storyboards • technical specifications, including: • disk space • bandwidth • delivery platform • file format for final product • user interface design.
<i>Relevant personnel</i> may include:	• graphic designer • information architect • instructional designer • navigation designer

RANGE STATEMENT	
	• product designer • programmer • project manager • other specialist staff.
Purpose may include:	• business and corporate • community • education • entertainment • personal • promotion • training.
Interactive media products may include:	• e-commerce • educational product • game • information product • interactive application • promotional product • social network • training product • website.
Media assets may include:	• animation • audio • graphics • images • text • video.
Output formats may include:	• bitmap image • digital formats, such as: • GIF • JPEG • PDF • TIFF • PICT • PNG • HTML • PSD • vector image.
Delivery platform may include:	• CD/DVD • games console

RANGE STATEMENT	
	• internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.
Relevant information may include:	• brands • logos • previous versions of interfaces • printed materials • promotion materials • style guides • trademarks.
Graphics software may include:	• Fireworks • Illustrator • Photoshop • Photoshop Elements.
Typographical elements may include:	• alignment • fonts and typefaces • kerning • leading • point and size • serif or sans serif • tracking.
Visual design elements may include:	• colour • form • line • shape • texture • tone.
Interactive components may include:	• backgrounds • banners • icons • interactive buttons • interactive controls • logos • menus • search boxes.
Visual design principles may include:	• balance • emphasis

RANGE STATEMENT	
	• focal point • movement • perspective • proportion • scale • unity.
<i>Communication principles</i> may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.
<i>Principles of user-centred design</i> may include:	• clear feedback and instructions • consistent behaviour and design for: • common interface elements • menu systems • search boxes • layout • iconography • typography • colour • easy exit if wrong path selected • plain English for text and instructions • simplicity • support for work tasks.
<i>Standards</i> may include:	• interoperability • readability • usability • W3C Accessibility.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

CUFGMT301A Repair and maintain production equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to repair and maintain production equipment used in the screen, media and entertainment industries. In some States and Territories of Australia, a restricted electrical licence is required to repair and maintain production equipment. Restricted electrical licences allow a person to carry out electrical work incidental to a trade. Incidental work may include fault-finding on equipment or changing like for like equipment by disconnecting and reconnecting the fixed wiring. It does not include any other changes to the fixed wiring. Testing and tagging of electrical equipment must be carried out by a person with the relevant certificate of competency in accordance with the performance specifications of: • Australian Standard 3760: 200 In-service safety inspection and testing of electrical equipment • Australian Standard 3002: 1985 Electrical installations - shows and carnivals In some States and Territories a licensed electrician would be required to undertake the tasks outlined in element 2.

Application of the Unit

Application of the unit	Technicians working with equipment in the screen, media and entertainment industries typically apply the skills and knowledge described in this unit. Under the supervision of

	a technical director or senior production staff, they are responsible for basic repairs and maintenance of equipment and facilities needed for a wide range of productions. Complex repairs requiring specific mechanical, electrical or electronic skills are referred to specialist service technicians, e.g. major electrical repairs are carried out by licensed electricians.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Undertake routine maintenance of equipment	1. Clean and <i>maintain equipment</i>, cables and <i>accessories</i> according to <i>organisational procedures</i> 2. Conduct safety checks on equipment according to manufacturer instructions and OHS guidelines 3. Check and replace <i>spares and consumables</i> and ensure production <i>equipment</i> is ready and available to <i>productions</i> at specified <i>locations</i> 4. Complete required <i>documentation</i> to ensure accurate records of checked and maintained items, and provide copies to <i>relevant personnel</i>
Attend to the repair of production equipment	5. Recognise faults and safely shut down equipment if necessary, following manufacturer instructions and organisational procedures 6. Isolate fault to specific equipment or parts of equipment using fault detection procedures, and determine nature of repair requirements 7. Tag faulty production equipment according to organisational procedures 8. Make <i>minor repairs</i> to faulty equipment according to safety requirements and manufacturer instructions and within level of own responsibility 9. Refer complex repairs to technical specialists or <i>licensed personnel</i> in consultation with relevant personnel 10. Where appropriate, have technical specialists pilot the repair from a remote location 11. Discuss faults and repair needs with technical specialists, demonstrating correct use of terminology
Review and document maintenance activity	12. Undertake simple modifications to equipment, ensuring current safety measures and deadlines are met 13. Complete documentation according to organisational procedures and distribute to relevant personnel as required 14. Review repair and maintenance activities to ensure compliance with legislation and organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- technical skills sufficient to:
 - test for and diagnose faults in equipment
 - undertake minor repairs on faulty equipment
 - conduct general maintenance of equipment
 - re-assemble equipment under repair and re-align as required
 - tag or label equipment according to its repair status
 - use safe electrical work practices
 - use appropriate tools for detecting and repairing faults
 - demonstrate good equipment storage techniques to enhance overall maintenance
- self-management and planning skills sufficient to work under pressure and meet deadlines
- literacy skills sufficient to:
 - interpret service documentation and manuals, e.g. specifications and manufacturer instructions
 - complete fault and maintenance reports
- communication skills sufficient to:
 - work effectively as a team member
 - liaise with technical specialists
 - provide reports to relevant personnel on equipment status

Required knowledge

- typical maintenance needs and schedules for the range of equipment in use
- cleaning agents, equipment and techniques
- techniques and processes for the detection of faults for specified equipment
- common faults and associated repair procedures for the range of equipment in use
- spare parts and sub-assemblies used in either sound, lighting or vision equipment repair and maintenance
- effects of not operating and maintaining equipment in optimal conditions, e.g. effect of bad ventilation on equipment
- meaning and use of electrical measurements, including voltage, current resistance, insulation and power sources (AC/DC)
- legal and licensing issues that impact on the repair and maintenance of equipment, including the role of the restricted electrical licence, testing and tagging certification, and limitations on the type of work that can be undertaken without a licence

REQUIRED SKILLS AND KNOWLEDGE

- sources of products, supplies and equipment
- affect of technology on production equipment
- duty of care to colleagues and general public
- OHS and public safety legislation and regulations as they apply to technical maintenance activities

Evidence Guide**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 following is essential:

- ability to undertake routine repairs and maintenance on equipment used in a specified production area
- correct selection and use of tools
- application of logical fault detection procedures
- correct interpretation of service and technical manuals
- knowledge of the technical features of major types of equipment in a specified production area
- knowledge of OHS principles and issues in relation to the repair and maintenance of equipment in a specified production area.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills within an environment with a range of operational and industry-current equipment on which the candidate can work
- completion of fault detection, repair and maintenance tasks within typical workplace time constraints
- access to a venue where repairs and maintenance can be completed
- access to the tools required to complete repair and maintenance tasks
- access to appropriate learning and assessment support

EVIDENCE GUIDE	
	when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • direct observation of the candidate undertaking repair and maintenance tasks • inspection of items repaired or maintained by the candidate • review of repair report prepared by the candidate • written or oral questioning to test knowledge of typical production equipment and OHS issues and regulations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFCAM201A Assist with a basic camera shoot • CUFLGT301A Prepare, install and test lighting equipment.

Range Statement

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.	
<i>Maintenance of equipment</i> may include:	• camera and sound equipment, including: • cleaning and dusting equipment • cleaning microphones and replacing inserts • replacing batteries

RANGE STATEMENT

- cleaning heads on recorders and playback units
- checking continuity of cables
- correct storage of equipment
- aligning and adjusting recording and playback units
- cleaning recording playback medium
- making back-up copies of recordings
- lighting equipment, including:
- cleaning exteriors and interiors of lanterns, bulbs, lenses, reflector assembly and lantern accessories
- checking cables for intact insulation, operational restraining glands and correct fitting of plug tops
- logging lamp hours and replacement
- maintaining lighting dimmers, control desks and faders:
 - trimming top and bottom settings in analogue systems
 - connectors
 - continuity of cables
 - socket outlets
 - dimmer curve in digital dimmers
- checking equipment, including:
 - focus knobs and mechanisms
 - Par Lamps
 - colour runners
 - locking knobs and clamping mechanisms
 - shutters and barn doors
 - safety chains
 - lamp bases
 - lamp alignment
 - light leakage
 - continuity and polarity of power and data cables
- maintaining control desks, including:
 - cleaning surface of control desk and peripherals

RANGE STATEMENT

- cleaning faders and push-button switches
- checking that all connectors are in good order
- checking operation of desk and peripherals
- modifying operator position
- checking and cleaning disk drive and back-up system
- where a person has a restricted electrical licence, maintenance may include checking:
 - that jug plugs or other connectors are in good working order
 - that internal wiring is correctly connected and in good condition
 - continuity of earth
 - continuity of circuit from plug top to lamp
 - that there is no connection between earth and either neutral or active wires
- vision systems, including:
 - dusting and cleaning exteriors and interiors of all types of vision systems
 - cleaning lenses
 - cleaning microphones and replacing inserts
 - cleaning heads on recorders and playback units
 - checking cords and cables are in good condition with insulation intact
 - checking locking and clamping mechanisms are in good order
 - testing and replacing batteries
 - aligning and adjusting playback equipment
 - checking and replacing globes
 - checking control units, focus and slide trays
 - checking and cleaning screens
 - replacing consumable or readily exchangeable parts, e.g. globes, batteries, gels, filters, screens and lenses
 - checking and storing audiovisual materials and copying materials

RANGE STATEMENT	
	• preparing back-up copies of materials.
<i>Accessories</i> may include:	• camera mounts • batteries and battery packs • lighting accessories, e.g.: • focus knobs and mechanisms • suspension bolts and brackets • shutters and barn doors • safety chains • lamp bases • lamp alignment • sound accessories, e.g.: • microphone leads • windsocks • brackets and stands • connectors • fuses • spare faders • headphones • vision system accessories, e.g.: • truss • rostrums and lecterns • curtaining • masking • trolleys • stands • mounting brackets • chains and other rigging (within scope of licensing requirements) • camera pedestals • camera controls, e.g. hot head.
<i>Organisational procedures</i> may include:	• documenting repair and maintenance activities • providing back-up materials • updating contact lists for repair specialists and suppliers • writing and attaching labels to faulty equipment.
<i>Spares and consumables</i> may include:	• batteries • cables

RANGE STATEMENT

	• connectors • disks, e.g. DVD and CD • filters • fuses • gels • globes • head cleaners • lenses • pegs and screws • screens • soldering iron and solder • springs • tapes • test tapes • testing equipment • voltmeter.
Equipment may include:	• lighting, including: • lanterns and luminaires • fresnels • moving lights • control desk peripherals • dimmers • mirror balls • strobe lights • smoke machines • fog machines • accessories • sound, including: • microphones of all types • amplifiers • speakers • mixing desk • effects rack • tape machines • headphones and headsets • digital recorders • CD and DVD players • sequencer and sampler • test equipment, e.g. voltmeters and diagnostic

RANGE STATEMENT	
	- tools - two-way communication devices - vision systems, including: - lenses - cameras and accessories - control desks - mixers - camera control unit (CCU) - monitors - screens.
<i>Productions</i> may include:	- animations - backstage monitoring - documentaries - events and performances - feature films - festivals - front of house displays - interactive media productions - live theatre - outside broadcasts - short films - sporting events.
<i>Locations</i> may include:	- attractions and theme parks - auditoriums and classrooms - clubs and hotels - conference venues - film locations - outdoor venues - outside broadcasts - public spaces and buildings - studios - theatres.
<i>Documentation</i> may include:	- back-up materials - equipment diagrams and design specifications - fault reports - inventories - maintenance schedules - manufacturer instructions - operating manuals

RANGE STATEMENT	
	• supplier information.
Relevant personnel may include:	• camera crews • clients • designers • editors • graphic artists • heads of departments • lighting directors • photographers • sound technicians and engineers • staging or lighting crew • suppliers • technical producers and directors • technical specialists • vision operators.
Minor repairs may be:	• for camera and sound equipment, e.g.: • replacing or tagging items that do not require electrical or electronic skills • making up leads • replacing connectors • replacing parts of microphones and stands • replacing fuses and faders • for lighting equipment, e.g.: • replacing faulty globes in lanterns, work lights, emergency lights, dressing-rooms and other areas of a venue • replacing defective colour • replacing blown fuses in dimmers • replacing faulty control desk faders and push-button switches • replacing faulty control desk cards or modules • for vision systems, e.g.: • any instance where a faulty item can be removed and replaced simply and tagged without specific electrical or electronic skills • changing blown globes • replacing fuses, faders, parts of microphone stands and sound equipment connectors

RANGE STATEMENT	
	• exchanging parts of equipment, such as cables, lenses, trays, microphones, sound recording and playback equipment • changing faulty control systems, mixers, patch bays, cables, remote units, speakers and projectors.
<i>Licensed personnel</i> may include:	• accredited equipment specialists, e.g. for telephony • qualified electricians • riggers.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Construction and maintenance - general maintenance

Co-requisite units

Co-requisite units		

CUFIND201A Develop and apply creative arts industry knowledge

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and apply basic industry practices within the creative arts industries. This unit addresses the collection, application and updating of general information relevant to work roles within the creative arts industry sectors, including industry structures and operations, employment obligations and opportunities, the impact of new technology and the identification of industry laws and regulations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit underpins effective performance within the following industry sectors: • Entertainment • Film, Television, Radio and Interactive Media • Museums and Library Services • Music • Visual Arts, Craft and Design. This unit requires a basic application of creative arts industry knowledge. The advanced application of creative arts industry knowledge is addressed in individual units developed for specific job tasks.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Source and apply industry information	1. Seek information on the <i>structure and operation</i> of the <i>creative arts industries</i> using <i>appropriate sources</i> 2. Seek information on <i>employment obligations and opportunities</i> within the creative arts industries using appropriate sources 3. Seek information on <i>new technology</i> affecting the creative arts industries using appropriate sources

ELEMENT	PERFORMANCE CRITERIA
	4. Comply with copyright requirements when accessing information 5. Apply information in day-to-day work activities to enhance quality of work performance
Identify industry laws and regulations	6. Seek information on laws and regulations affecting the creative arts industries using appropriate sources 7. Identify implications of breaching laws and regulations affecting the creative arts industries 8. Apply information to ensure laws and regulations are not breached in day-to-day work activities
Update and maintain industry knowledge	9. Identify and use a range of opportunities to update knowledge of the creative arts industries 10. Identify current issues of concern to the creative arts industries 11. Share updated knowledge with colleagues 12. Establish and maintain effective contacts in the creative arts industries

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to communicate industry information to colleagues
- learning skills sufficient to maintain knowledge of industry information
- literacy skills sufficient to read and understand industry information and terminology
- numeracy skills sufficient to interpret relevant technical data
- planning and organising skills sufficient to identify relevant industry information
- technology skills sufficient to access and download industry information

Required knowledge

- basic understanding of the following areas and how they apply to day-to-day work activities (in relation to the particular creative arts industry sector in which knowledge is being assessed):
 - industry structure and operation
 - employment obligations and opportunities

REQUIRED SKILLS AND KNOWLEDGE

- new technology
- laws and regulations
- current issues of concern

Evidence Guide**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 following is essential:

- ability to source industry information
- ability to seek appropriate assistance to collect industry information
- ability to apply industry information to day-to-day work activities to enhance work outcomes
- understanding of the ways in which to maintain currency of industry knowledge.

Context of and specific resources for assessment

This unit of competency applies to a range of creative arts industry sectors. The focus of assessment will therefore depend on the industry sector involved. Assessment must be customised to meet the needs of the particular industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range statement, which apply to the chosen context.

Assessment must ensure:

- access to appropriate technology to collect, download and store industry information
- access to a range of relevant and current industry information
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy

EVIDENCE GUIDE	
	capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation of the candidate collecting and organising industry information • case studies to assess ability to apply knowledge to different industry contexts and situations • written or oral questioning to test knowledge of the different aspects or distinguishing features of the creative arts industries • review of portfolios of evidence and third-party workplace reports of on-the-job performance, including authenticated samples of work in collecting and organising industry information.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.	
<i>Structure and operation</i> may include:	• distribution channels for products and services • industry sectors and their products and services • key contacts and support networks • major industry bodies and associations • prominent practitioners and practices • relationship with other creative arts industry sectors • specific features of local and regional industry sectors, including their relationship with local community.
<i>Creative arts industries</i> may	• Entertainment

RANGE STATEMENT	
include:	• Film, Television, Radio and Interactive Media • Museums and Library Services • Music • Visual Arts, Craft and Design.
<i>Appropriate sources</i> may include:	• agents and artists' managers • copyright representatives • discussions with current industry practitioners, colleagues and community groups • electronic and print media, including news, reviews and articles • employee and industry association representatives • events, including industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals and social events • government bodies and associated publications • induction kits • industry managers • internet • libraries and telephone books • peak copyright organisations • personal observations and experience • reference books, industry information sheets, magazines and journals • retail and wholesale suppliers of products and services • technical publications • training programs, seminars, conferences, symposiums, workshops, master classes and other professional development opportunities • union publications (e.g. newsletters, magazines, bulletins and letters) and other sources of industrial relations information.
<i>Employment obligations and opportunities</i> may include:	• career opportunities and career paths • codes of conduct and codes of ethics • employer bodies and professional associations • employment conditions • employment contracts and job descriptions • industrial relations issues, including award provisions, enterprise bargaining agreements and non-award areas

RANGE STATEMENT	
	• roles, responsibilities and employment rights of individuals and contracted freelance workers • unions.
<i>New technology</i> may include:	• advances in any type of equipment or technology used within the industry • likely effects of new technology on current work practices and the structure of the industry • sources of technical advice and support • ways of upgrading skills to allow for the use of new technology.
<i>Laws and regulations</i> may include:	• anti-discrimination • consumer protection • contempt of court • copyright • defamation • duty of care • environmental issues • equal employment opportunity • industrial relations, awards and enterprise agreements • insurance issues • intellectual property • libel • obscenity • OHS • plagiarism • privacy legislation • racial vilification • slander.
<i>Current issues of concern</i> may include:	• changing nature of the marketplace, including marketing and production of products and services • cultural protocols • funding policies • government initiatives • importing and exporting issues • industry contraction or expansion • insurance issues • taxation issues • trends in industry practice.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

CUFIND401A Provide services on a freelance basis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate as a freelancer within the creative arts industry. Success as a freelancer requires a high level of self-motivation and discipline, an ability to develop industry networks and an entrepreneurial attitude when pursuing work opportunities. Freelancers are usually responsible for negotiating their own contracts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Any person who offers their services on a freelance basis applies the skills and knowledge described in this unit. Generally speaking, people move into freelance work after consolidating their skills as employees.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Promote yourself to potential employers	1. Establish, follow up and regularly maintain business contacts within industry 2. Participate in relevant networks to support your freelance activity 3. Identify and follow appropriate strategies to enhance your professional reputation 4. Maximise your reputation by circulating current and succinct information about your experience 5. Join and maintain regular contact with relevant employment networks 6. Advertise your services in relevant media outlets as required 7. Produce and distribute promotional material as required

ELEMENT	PERFORMANCE CRITERIA
Negotiate work arrangements	8. Establish clear performance outcomes for jobs and agree on fees, schedules and expenses 9. Ensure that contracts contain payment terms and conditions that provide a viable cash flow 10. Ensure that contracts contain a clear statement of the obligations of all parties and a process for varying terms and conditions 11. Ensure that the terms of contracts match agreements and securely store written copies of final signed contracts for reference during the course of jobs 12. Negotiate variations to contracts as required 13. Seek specialist advice in the development of contracts where appropriate 14. Be willing to adapt to the demands of others, but without compromising your personal work ethic and reputation 15. Be prepared to reject work offers that do not provide sufficient financial remuneration or job satisfaction
Manage financial and business aspects of freelance work	16. Seek advice on and determine the most appropriate way of operating as a freelancer 17. Set up and use effective systems for managing budgets, finance and paperwork 18. Establish and maintain effective support services 19. Establish a realistic fee structure that takes into account all factors associated with your freelance activity 20. Plan ahead to organise and maintain a viable work and cash flow 21. Send invoices in line with payment terms and conditions and follow up any non-payment of invoices promptly and in a businesslike manner 22. Keep simple but accurate and up-to-date accounts and records 23. Submit annual tax returns, using the services of an accountant as required 24. Comply with regulatory, taxation and insurance requirements relevant to freelance activities
Undertake strategic planning	25. Identify and implement strategies that help identify work opportunities at an early stage 26. Seek constructive feedback from relevant people about your performance and evaluate feedback to identify personal development needs

ELEMENT	PERFORMANCE CRITERIA
	27. Identify opportunities for ongoing professional development and take appropriate action to ensure that your skills and knowledge keep pace with industry developments 28. Identify and act on opportunities to expand your client base, either alone or in partnership with other freelancers 29. Regularly revisit, review and set realistic objectives 30. Continually monitor and analyse work options against quality of life, and artistic and commercial outcomes 31. Identify risk factors and take action to minimise risk when planning work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication literacy skills sufficient to:
 - establish and maintain industry networks
 - write resume's and other promotional material for potential employers
 - clarify work requirements
 - negotiate with clients or employers to achieve mutually acceptable outcomes
 - present confidently in a job interview situation
 - seek and act on feedback from others
- problem-solving skills sufficient to factor in a range of costs when establishing fee structures
- planning and organising skills sufficient to:
 - plan work to maximise cash flow
 - prepare and circulate self-promotional material to potential clients or employers
 - establish and maintain personal financial and work record-keeping systems
 - plan for contingencies
 - develop personal budgets and monitor income and expenditure against budgets
- initiative and enterprise in the context of:
 - being proactive in identifying and following through on work opportunities
 - developing a strategic approach to maximising return from freelance activity

REQUIRED SKILLS AND KNOWLEDGE

- balancing work and personal commitments
- self-management skills sufficient to:
 - prioritise work tasks
 - complete work according to contract terms and conditions
 - make decisions within level of own responsibility
 - seek expert assistance when problems arise
- learning skills sufficient to:
 - keep abreast of industry developments relevant to own area of work
 - participate in professional development activities
- technical skills sufficient to:
 - use the internet as a source of information
 - use standard word processing, spreadsheet and database applications

Required knowledge

- well-developed understanding of the relevant industry sector, including:
 - profile of major employers
 - industry networks
 - issues and challenges that arise in seeking freelance work
 - industry codes of practice
 - licensing requirements
- sources of information about regulatory, taxation, insurance and OHS requirements in relation to offering services as a freelancer
- typical formats for presenting resumés

Evidence Guide**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 following is essential:

- preparation of resume's and other material to promote oneself to potential clients or employers
- ability to:
 - negotiate work contracts

EVIDENCE GUIDE	
	• develop and maintain industry contacts • participate in industry networks • develop and maintain an effective financial record-keeping system • develop work plans that take account of the need for adequate cash flow.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current industry information and networks • access to office equipment and resources • access to examples of work contracts • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • observation of the candidate negotiating a work contract or being interviewed for a job • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit • case studies to assess ability to undertake strategic planning when developing freelance work opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND402A Develop screen and media specialist expertise • BSBREL401A Establish networks.

Range Statement

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.

<i>Networks</i> may include	• chambers of commerce • community organisations • industry professional associations • lobby groups • unions.
<i>Strategies</i> may include:	• developing a personal website to showcase your achievements and to promote your services • entering competitions • offering your services to educational institutions as a guest tutor or lecturer • seeking industry awards.
<i>Information</i> may include:	• achievements • availability • awards • client list • contact details • past work • portfolio of work • rates • referees • show reels • skills • testimonials • URL of personal website.
<i>Employment networks</i> may include:	• agents • Centrelink • industry professional associations • online employment agencies • unions.
<i>Support services</i> may include:	• accountants • couriers

RANGE STATEMENT	
	• design services • equipment repair and maintenance services • film laboratories • financial planners • government agencies • printers • tax consultants.
Factors may include:	• advertising and promotional costs • equipment costs such as: • purchase of new equipment • maintenance • hire and leasing arrangements • insurance • materials • overheads, e.g.: • telephone • rent • superannuation • workers' compensation • rates recommended by industry bodies • travel time and car expenses • any other work-related expenses.
Records may include:	• computer-based: • spreadsheets • accounting software applications, e.g. MYOB and Quicken • databases • project management software applications • filing system for receipts and invoices • manual: • financial ledgers and journals • petty cash records • invoices • receipts.
Regulatory, taxation and insurance requirements may include:	• insurance: • third-party insurance on motor vehicles • workers' compensation • comprehensive insurance for vehicles,

RANGE STATEMENT	
	- property or equipment • public liability insurance • professional indemnity insurance • other insurance cover as required by state or federal legislation, or contractual obligations • regulation: • OHS legislation • business registrations and licences • planning and other permissions • environmental legislation • duty of care • equal employment opportunity and anti-discrimination legislation • anti-competition regulations • taxation: • tax file number • ABN • GST registration • BAS and GST returns • PAYG and withholding arrangements • other taxation obligations.
Relevant people may include:	• clients • colleagues • employers • mentors • officers at employment agencies.
Objectives may relate to:	• business and financial targets • job satisfaction • performance and progress • quality of life • training needs • use of time and other resources in achieving objectives.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

CUFLGT101A Apply a general knowledge of lighting to work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to complete basic lighting tasks in a range of production contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People assisting with lighting operations in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. They are working under the direct supervision of an experienced lighting technician. The role includes the need for an understanding of the role of lighting technicians, lighting system layouts and the functions of a range of lighting equipment. Equipment operation is at a routine level. Higher level skills associated with lighting operations are covered in units such as: • CUFLGT301A Prepare, install and test lighting equipment • CUFLGT302A Record and operate standard lighting cues.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Make preparations for lighting set-up	1. Confirm work requirements with <i>relevant personnel</i> with reference to designated lighting plans 2. Correctly identify appropriate rigging and positioning points for <i>lights and lighting equipment</i> 3. Correctly identify cables and connectors used with different lighting components 4. Identify and sort lighting equipment and accessories in preparation for set-up, ensuring appropriate handling and taking account of equipment differences 5. Follow enterprise procedures and comply with OHS

ELEMENT	PERFORMANCE CRITERIA
	requirements at all times
Complete tasks using lighting equipment	6. Correctly use a lighting desk to bring up channels for focusing and adjustment 7. Correctly and safely power up dimmers and set up patch system 8. Attach light beam control accessories to ensure use of lights is according to instructions and procedures 9. Correctly handle cables, including rolling/unrolling, storage and safe manual handling 10. Identify problems with equipment promptly, take action within the scope of individual responsibility or report to relevant personnel 11. Check and replace spares and consumables and ensure production equipment is ready and available to productions at specified locations 12. Communicate appropriately with relevant personnel, clients or the public during the completion of tasks

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective communication, literacy and teamwork skills sufficient to:
 - work effectively as a member of a production team
 - interpret lighting plans
 - understand use of scale, lighting symbols and notation conventions
- technical skills sufficient to:
 - operate a lighting desk at a basic level
 - undertake basic maintenance of lighting components, e.g. replacing bulbs, checking condition of cables
- numeracy skills sufficient to:
 - count and sort equipment and use numerical features of lighting desks
 - understand and calculate power loadings (amperage)

Required knowledge

- the general scope and potential of lighting operations within different production

REQUIRED SKILLS AND KNOWLEDGE

- contexts, e.g. theatre, music, corporate, film and television
- basic understanding of electrical theory, e.g. watts, amps, kilowatts
- roles and responsibilities of lighting technicians in different contexts, including career paths
- the relationship between lighting operations and other technical and performance areas, including audio, vision systems and performance
- lighting system options in a range of venue types
- colour recognition
- specialised terminology that applies to lighting operations
- general features of lanterns and accessories, dimmers and control systems
- overview of different types of automated lights and the special requirements of this type of technology, including:
 - rigging orientation
 - powering
 - requirement for data supply and fixture addressing
- overview of appropriate use of standard pump-propelled glycol-based atmospheric (smoke) effects
- requirements for storage of lighting equipment
- OHS legislation and enterprise standards in relation to lighting operations, e.g. electrical restrictions

Evidence Guide

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 following is essential:

- completion of lighting-related tasks according to health and safety procedures
- recognition of lighting equipment, including key features and purpose.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through the completion of a range of preparatory and set-up tasks with industry-standard lighting equipment

EVIDENCE GUIDE	
	- project or work activities that allow knowledge to be applied to specific production contexts and situations - access to appropriate learning and assessment support when required - use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance - direct observation of the candidate completing lighting-related tasks - inspection of equipment set up by the candidate to determine whether set-up meets production requirements - verbal or written questioning to assess knowledge of equipment types.
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 - CUETGE15B Handle physical elements safely during bump in/bump out.

Range Statement

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.	

RANGE STATEMENT	
<i>Relevant personnel</i> may include:	• camera crew • clients • customers • lighting designer • lighting technicians • performers/actors • special effects operators • supervisor.
<i>Lights and lighting equipment</i> may include:	• architectural fixtures, e.g. wall lights • cyclorama lights • ellipsoidal profile • floods • fresnels • outside broadcast equipment • PAR (parabolic aluminised reflector) lamps • PC (pebbled convex) lamps • profile • snoots • studio and theatre-based equipment.
<i>Lighting desk</i> may include:	• controlled lighting effects • lighting desk peripherals, e.g.: • monitors • printers • external memory storage • riggers' controls • desk lamp • control cables • effects unit • back-up equipment • manual preset operation • manual/memory desks • manually operated desks • single scene sub-master operation • sub-master cue stacker and playback • theatrical cue set-up and playback.
<i>Dimmers</i> may include:	• analogue dimmers • multiplexed analogue dimmers • multiplexed digital dimmers, e.g. DMX512 • MUX and DMUX units, e.g. analogue

RANGE STATEMENT	
	- conversion • Single-unit (follow spot) dimmers, e.g. Model 1 or Monopak • small self-contained dimmable controllers, e.g. Fourpack, Quadpak.
Patch system may include:	• automated lighting, i.e. direct power and data lines required (no dimmer) • distributed dimming, e.g. dimmers located where required • distributed patching, e.g. patch lines from a single dimmer to lights • dual systems, i.e. combination of both layouts as above.
Light beam control accessories may include:	• animation discs • barn doors • black wrap • colour frames • cookies • cut-outs • doughnuts and top hats • flags • flood mechanisms • fresnel/PC barn doors • gel frames • gels • gobos/gobo holders/rotators • iris • profile shutters.
Use of lights may include:	• avoiding incorrect orientation of a lamp (which can reduce filament and lantern life) • identifying the correct replacement lamp and wattage of lanterns • identifying the different types of lamp bases • knowing how heat is dissipated by a lantern • using correct bubble handling techniques.
Spares and consumables may include:	• batteries • bulbs • cables • cables • fuses • gaffer tape

RANGE STATEMENT

	• gels.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUFLGT301A Prepare, install and test lighting equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to install and test lighting equipment for productions in the film, television and live events industries. Testing and tagging of electrical equipment must be carried out by a person with the relevant certificate of competency according to the performance specifications of: • Australian Standard 3760: 2000 In-service safety inspection and testing of electrical equipment • Australian Standard 3002: 1985 Electrical installations - shows and carnivals. In some states and territories, a licensed electrician is required to undertake the tasks outlined in the fifth element. A licensed rigger is required for the installation of some rigging equipment.

Application of the Unit

Application of the unit	Lighting technicians or lighting assistants generally undertake the role described in this unit under the supervision of a lighting designer, technical director or senior lighting technician. They install and test equipment according to a lighting plan. On some productions and outside broadcasts, a qualified

	gaffer/chief electrician supervises the installation/rigging of lighting equipment and required power sources. Skills associated with operating lighting equipment during productions are covered in: - CUFLGT302A Record and operate standard lighting cues - CUFLGT402A Set up, record and operate lighting cues and effects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Clarify lighting requirements for productions	1. Confirm overall lighting requirements with reference to lighting documentation and in consultation with relevant production personnel 2. Calculate power requirements and identify and confirm that power sources and locations meet production requirements 3. Correctly identify patching, colour and focus requirements 4. Identify the need for additional equipment or materials and organise timely acquisition according to enterprise procedures
Prepare lighting equipment for installation	5. Use test equipment to identify faults and to ensure lighting equipment is safe and operational 6. Refer complex repairs to technical specialists according to enterprise procedures 7. Prepare and assemble colour, equipment and accessories in readiness for installation and or transportation when required 8. Pre-rig lighting equipment as required according to safety and licensing requirements 9. Prepare and/or roll extension leads, looms and cables to meet design specifications, enterprise standards and legal requirements
Install lighting	10. Install required rigging and accessories according to statutory and enterprise safety requirements 11. Test, install and hang lanterns and accessories according to the lighting plan, scale and manufacturer specifications 12. Install power supplies according to lighting plans, location standards, manufacturer specifications and safety regulations 13. Patch lanterns and accessories according to lighting or patch plans 14. Safely and neatly secure and correctly label rated cabling so that it is clear of moving elements 15. Angle and focus lanterns according to lighting plans and artistic requirements 16. Check the safety of equipment both during and after installation according to legal requirements
Install lighting control	17. Correctly connect dimmers to power, assign and turn on

ELEMENT	PERFORMANCE CRITERIA
system	18. Install and configure <i>control desk and peripherals</i> according to production requirements 19. Run and connect control cables and secure safely 20. Patch lanterns and channels to dimmers according to lighting or patch plan sheets and location procedures/conditions
Ensure electrical safety	21. Complete installation and testing according to legislative and OHS requirements 22. Check three-phase distribution and power calculations in collaboration with licensed electricians as required 23. Check that power supply is sufficient for load requirements and that distribution of electrical loading is within limits 24. Ensure that cables used are correctly rated, including three-phase cable to dimmers, and that three-phase supplies are balanced 25. Ensure that cabling and connectors meet legislative and OHS requirements
Test and adjust lighting	26. <i>Test all aspects of lighting</i> , including communication system, control desk and peripherals using appropriate techniques and according to safety requirements 27. Identify the need for adjustments and make modifications accordingly 28. Liaise with appropriate production personnel to confirm that lighting installation meets requirements 29. Complete lighting documentation accurately, legibly and concisely and make updates as required
Disassemble lighting equipment	30. Break down and carry lighting equipment and accessories, employing safe lifting techniques 31. Clean and safely pack equipment into cases to avoid damage and prepare for transport as required 32. Report and document equipment that is damaged and requires maintenance to the relevant production personnel 33. Leave the worksite in the original or improved condition

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - work effectively as a member of a production team
 - interpret lighting plans
 - interpret written and verbal instructions
- organisational and planning skills sufficient to assemble and test lighting equipment in a logical sequence
- initiative in the context of making practical suggestions that result in minor modifications to lighting plans
- technical skills sufficient to:
 - use tools and test equipment necessary to install and maintain lighting equipment
 - use different types of light-measuring devices
 - operate and interpret information readouts from a colour temperature meter
- numeracy skills sufficient to:
 - make mathematical calculations necessary for the safe assembly, installation and testing of equipment, e.g. power requirements, binary calculations for setting DMX dip switches
 - use a scale ruler

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of production personnel
 - industry terminology relevant to lighting operations
 - issues and challenges that arise in the context of installing and testing lighting equipment
 - format of lighting plans and the meaning of different components, including an understanding of scale, position and orientation
- different types of hardware used for lighting installation, e.g. screws, nuts, bolts
- types of lanterns, lighting systems, control systems, and lighting accessories and their relevance to different types of production
- the range of colour gels available and the way in which different colours are used in lighting, including the relationship between colour and light
- techniques for rigging and hanging lighting equipment within licensing requirements
- basic principles of lighting, e.g. key, fill and back light
- relevant workers' compensation and OHS legislation
- safety regulations and industry safety codes that affect the installation of lighting

REQUIRED SKILLS AND KNOWLEDGE

equipment and working with power, including OHS legislation

Evidence Guide**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 following is essential:

- application of a range of technical lighting knowledge and manual techniques to the installation of lighting equipment so that the lighting set-up meets production and safety requirements
- application of safe working practices when installing lighting equipment
- ability to work cooperatively in a team environment.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through the installation and testing of lighting equipment for an actual production
- completion of tasks within workplace time constraints
- involvement of and interaction with a team to reflect the collaborative nature of the technical production process
- use of industry-standard equipment
- access to a lighting plan from which the candidate is able to work
- access to a production and production venue
- access to a range of lighting equipment and accessories as identified in the range statement
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

EVIDENCE GUIDE	
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 and third-party workplace reports of on-the-job performance • direct observation of the candidate installing lighting equipment • inspection of lighting equipment set-up by the candidate to assess workability and safety issues • verbal or written questioning to assess knowledge of equipment, techniques and how to interpret a lighting plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFLGT302A Record and operate standard lighting cues • CUSOHS301A Follow occupational health and safety procedures.

Range Statement

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.	
<i>Lighting documentation</i> may include:	• building specifications, room layouts • carnet (for international travel) hire or loan contracts • colour cutting/coding schedules • colour list • colour lists, plots • cue synopsis • equipment instructions and/or manufacturer instructions and specifications

RANGE STATEMENT	
	• floor sheets • focus details • full equipment schedule • hire and loan agreements • international faxes • lantern schedules • lighting plan • patch sheet • power requirements • production schedule • transport or equipment lists • venue procedures.
<i>Production personnel</i> may include:	• camera assistant • camera operator • director • director of photography • floor manager • grip • head of department • lighting designer • lighting personnel • producer • production manager • set designers • supervisor • technical director • other technical/specialist staff.
<i>Productions</i> may include:	• animated productions • commercials • documentaries • EFP (electronic field production) • ENG (electronic news gathering) • feature films • filmed events or performances • live events • live or pre-recorded television productions • multi-camera • music video • short films • single-camera

RANGE STATEMENT	
	• theatre productions.
Test equipment may include:	• analogue or digital multimeters • continuity tester • DMX cable tester • test lamps.
Lighting equipment may include:	• architectural fixtures • digital moving lights (intelligent lights) • lanterns • special effects units, e.g.: • electrical/electronic props • strobes, mirror balls and motors, smoke machines, fog machines • ultraviolet light, oil and water crackers, effects projectors • studio and location units • theatre-based units.
Rigging and accessories may include:	• boom arms • chain blocks/motors and other rigging equipment installed by a licensed rigger • hook clamps • H-stands • mobile booms • safety chains • scaffold clamps • spansets, slings, shackles • spigots • T-bars • telescopic stands • truss • winch-up stands.
Lanterns and accessories may include:	• lanterns and luminaires, e.g.: • fresnel • profile • HMI (hydrargyrum medium arc-length iodide) • plasma, e.g. fluorescent • theatre-based units • studio and location units • special effects

RANGE STATEMENT

	• moving lights • digital moving lights (intelligent lights) • lantern accessories, e.g.: • profile shutters • gobo holders • fresnel/PC barn doors • colour frames • manually operated colour changers • irises • colour scrollers • animation discs • gobo rotators and other effects accessories • range of lamps, e.g.: • incandescent • plasma • discharge • PAR (parabolic aluminised reflector) • low-voltage.
Dimmers may include:	• analogue • multiplexed analogue dimmers • multiplexed digital dimmers • rheostat-based dimmers • self-contained dimmable controllers • single-unit, e.g. follow spot.
Control desk and peripherals may include:	• control desk peripherals, e.g.: • monitors • printers • external memory storage, e.g. memory card or floppy disk • riggers' controls • desk lamps • control cables effects units and back-up units • effects units • back-up units • additional control modules, e.g. fader wings • manual desks • manual/memory desks ('rock' desks)

RANGE STATEMENT	
	• moving light desks • push-button memory desks ('theatre' desks).
<i>Aspects of lighting</i> to be <i>tested</i> may include:	• correct fitting of colour and accessories • data flows • dimmer profiles • functioning of riggers' and designer controls • installation of automated software • operational function of equipment • patching of equipment • selection of control protocols • valid DMX signals/line.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUFLGT302A Record and operate standard lighting cues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate a lighting console by plotting and modifying standard lighting cues. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Lighting technicians or lighting assistants in the film, television or live performance industries apply the skills and knowledge described in this unit. In this largely operational role, lighting assistants are required to plot, record and modify lighting cues based on a lighting plan supplied to them by a supervising senior lighting technician or lighting designer. Operators must be familiar with the functions and set-up of lighting consoles and associated peripheral equipment. Skills associated with operating more complex cues and working with advanced equipment are covered in: • CUFLGT402A Set up, record and operate lighting cues and effects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Record, modify and replay lighting cues	1. Identify the functions of controls on consoles, including function of the unit displaying data and controls to produce text 2. Undertake channel selection and intensity setting, then identify on display unit and make appropriate modifications 3. Record cue numbers and fade/wait times according to <i>lighting plan</i>, identify these on display unit and make appropriate modifications 4. Identify recorded cues on display unit after playing

ELEMENT	PERFORMANCE CRITERIA
	them in correct sequence and time 5. Create, modify and replay group and sub-groups in correct sequence and time using relevant controls correctly and then identify on display unit
Test facilities in preparation for plotting lighting cues	6. Ensure that working area is clear, tidy, properly illuminated, and relevant documentation is easily accessible 7. Check communication equipment and ensure that it is in working order 8. Power up dimmers, control desk and control desk peripherals using safe working practices 9. Use appropriate test equipment to ensure lights and accessories and general operating environment meets manufacturer operational and safety specifications 10. Test lighting instruments, accessories and other lighting elements to ensure all items are in correct working order 11. Test venue lighting to ensure it is fully operational and in a safe condition 12. Identify problems with equipment promptly and take appropriate action, or refer to relevant personnel as required
Plot and operate lighting cues	13. Check instructions and lighting plan to verify practicality before plotting and check again once plotted 14. Test line of sight needed for visual cues for feasibility during performance 15. Action cues without delay according to directions and production needs 16. Complete cue modifications according to instructions and accurately update appropriate documentation 17. Establish suitable back-up lighting states in the event of the failure of those recorded 18. Store recorded lighting cues and other data electronically on device external to main lighting console 19. Identify and rectify problems safely and according to venue procedures, or refer to relevant personnel
Conduct basic troubleshooting	20. Identify the nature of faults and locate promptly 21. Assess the need for remedial action taking into consideration safety issues and the need for uninterrupted performance

ELEMENT	PERFORMANCE CRITERIA
	22. Follow manufacturer diagnostic and remedial procedures according to enterprise policy 23. Report fault to relevant personnel if fault cannot be immediately rectified, providing relevant information 24. Liaise with relevant personnel to identify back-up alternatives if fault cannot be rectified before next production deadline
Carry out post-performance procedures	25. Correctly power down equipment or set to standby between performances as required 26. Store and/or cover controls according to enterprise procedures 27. Make accurate changes to documentation and file according to enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - work effectively with other technicians and designers
 - interpret lighting plan requirements
 - interpret equipment and production documentation, including back-up systems used in conjunction with lighting control
- problem solving skills sufficient to identify operational problems with lighting consoles
- technical skills sufficient to:
 - operate computer-based lighting consoles
 - undertake routine maintenance of lighting consoles and peripherals
- self-management skills sufficient to work within production deadlines
- numeracy skills sufficient to complete simple mathematical calculations and recall numbers for channel selection

Required knowledge

- general lighting terms, including:
 - how terms may vary between different systems
 - how different terms can refer to the same functions on different systems

REQUIRED SKILLS AND KNOWLEDGE

- industry terminology and protocols in relation to the operation of lighting in the relevant industry environment
- lighting control concepts used in a range of lighting systems
- features and operations (optical and mechanical) of the main types of lanterns, e.g.:
 - profile
 - fresnel
 - PC
 - flood
 - PAR (parabolic aluminised reflector) lamps
 - lantern accessories
- understanding of the basic elements of lighting design
- colour recognition in display equipment
- DMX distribution techniques, including allocation of channels
- basic understanding of electricity and safe electrical work practices
- OHS legislation and regulations as they apply to operations associated with lighting activities

Evidence Guide**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 following is essential:

- ability to record and reproduce accurately lighting cues to instruction in a given timeframe
- knowledge of lighting terminology
- correct patching of required cabling and peripherals
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through the use of a lighting console on multiple occasions for multiple productions
- use of industry-standard equipment
- access to appropriate learning and assessment support

EVIDENCE GUIDE	
	when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • direct observation of the candidate operating a lighting console during productions • direct observation of lighting effects produced by the candidate during a production • verbal or written questioning to assess knowledge of console features and functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFLGT101A Apply a general knowledge of lighting to work activities.

Range Statement

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.	
<i>Lighting plan</i> may include:	• colour sheet • computer generated • cue synopsis/sheet • equipment list • focus details • magic sheet • manually written

RANGE STATEMENT	
	• patch sheet.
Documentation may include:	• accident reports • call sheet • colour coding schedules • equipment manuals/lists/instructions • fault reports • floor sheets • lantern schedules • power requirements • production schedule • running sheet • script • venue procedures/layout plans.
Communication equipment may include:	• headphones • mobile phones • standard intercoms • two-way radios.
Dimmers may include:	• analogue dimmers • multiplexed analogue dimmers • multiplexed digital dimmers, e.g. DMX512 • MUX and DMUX units, e.g. analogue conversion • single-unit (follow spot) dimmers, e.g. Model 1, Monopak • small self-contained dimmable controllers, e.g. Fourpak, Quadpak.
Control desks may include:	• controlled lighting effects • manual/memory desks • manually operated desks.
Control desk peripherals may include:	• back-up units • control cables • desk lamp • effects unit • external memory storage • monitors • printers • riggers' controls.
Test equipment may include:	• analogue and digital multimeters • continuity tester • DMX, cable testers

RANGE STATEMENT	
	• test meters.
Lights and accessories may include:	• animation discs • architectural fixtures, e.g. wall lights • colour frames • cookies • cut-outs • flags • flood mechanisms • fresnel/PC barn doors • gobos/gobo holders/rotators • outside broadcast units • profile shutters • snoots • studio and theatre-based units.
Lighting instruments may include:	• digital moving (intelligent) lights • special effects units • theatre-based units.
Lighting elements may include:	• electrical/electronic props • floor electrics • pracs, e.g. functional lamp as prop • special effects, e.g.: • strobe lights • mirror balls and motors • smoke machines • fog machines • ultraviolet lights • chasers • haze machines • effects projectors • optic fibre lights.
Venue lighting may include:	• aisle lights • backstage lights • blue light • cleaner lights • display/advertising lights • exit lights • general lights • house lights • orchestra lights

RANGE STATEMENT	
	• panic lights • task lights • work lights.
Relevant personnel may include:	• choreographer • director • director of photography • gaffer • lighting designer • producer • production manager • senior lighting technician • stage manager • supervisor • technical director • other technical/specialist staff.
Productions may include:	• animations • documentaries • feature films • interactive media productions • live concert performances, e.g. rock concerts, open-air concerts/events • music videos • stage productions, e.g. plays, musicals • television productions, e.g. drama, sport, comedy.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUFLGT303A Install and operate follow spots

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to install and operate follow spots for productions in the screen, media and entertainment industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Lighting technicians or lighting assistants in the screen, media and entertainment industries apply the skills and knowledge described in this unit. Within this largely operational role, follow spot operators need to exhibit a degree of artistic flair, including an ability to empathise with performers and modify follow spot cues quickly and effectively to accommodate unexpected movements during productions. Follow spot operators work with other members of a production team and are typically supervised by a senior lighting technician or lighting designer.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Install follow spots	1. Position <i>follow spots</i> and <i>accessories</i> according to relevant <i>documentation</i> and ensure safety for the operator and audience 2. Set up stands securely and adjust for height as required 3. Check and adjust balance, focus and sights of follow spots 4. Install follow spot dimmers as required 5. Secure follow spot cabling safely 6. Install manual colour changer correctly and colour according to lighting plans 7. Test follow spots to ensure they are operational and that accessories are in working order 8. Focus follow spots and check multiple spots for

ELEMENT	PERFORMANCE CRITERIA
	consistency of focus and colour temperature
Participate in technical or creative run-throughs	9. Participate in technical or creative run-throughs as required, noting required equipment deficiencies or technical adjustments 10. Rehearse technical aspects of production and communicate to performers and relevant personnel as required 11. Set back-up options in the event of an equipment malfunction and test to ensure that they are in working order 12. Plot and run through cues on direction from relevant personnel and according to equipment, sequencing, timing and speed requirements 13. Make necessary changes to cues and modify cue sheets as required 14. Execute necessary changes to equipment according to modifications required
Prepare for follow spot operations	15. Power up follow spots and check height, balance, sights, focus, operation of iris, operation of additional follow spot accessories and dimmer 16. Check colours and operation of colour changer 17. Check that final requirements for equipment operation have been identified, implemented and documented 18. Check communication equipment to ensure that it is in working order 19. Correctly identify and rectify faults or problems and inform relevant personnel of ongoing problems
Operate follow spots	20. Operate follow spots on cue or direction from relevant personnel or running sheet 21. Operate spots so that beam diameter, shape, edge, colour and intensity level meet performance requirements 22. Synchronise follow spot operation with other lighting and staging effects 23. Modify follow spot cues and operation as required to cater for unexpected contingencies and creative requirements 24. Operate spots in a manner that does not distract the audience and maintains reasonable comfort for the operator 25. Identify and rectify problems safely, using logical problem solving techniques and according to venue

ELEMENT	PERFORMANCE CRITERIA
	procedures, and inform relevant personnel as required 26. Correctly identify the need for the use of back-up systems and implement as required 27. Recalibrate follow spots correctly after changing lamps as required
Shut down and disassemble equipment	28. Turn off power to follow spots according to cool-down procedures and dismantle, store or cover equipment according to enterprise procedures and performance requirements 29. Note changes to cue sheets and update and file documentation as required according to enterprise procedures 30. Participate in reviews of overall performance to maximise creative outcomes in future productions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - liaise with other production staff, e.g. other spot operators
 - respond to cues and directions in an effective and efficient manner
 - interpret and update production documentation
- initiative and flexibility in the context of changing lighting cues quickly and effectively to accommodate unexpected movements by performers during productions
- problem solving skills sufficient to identify and rectify follow spot problems during productions with minimum disruption to work flows
- technical skills sufficient to:
 - demonstrate hand/eye coordination skills
 - operate follow spots and beam, and associated computer programs, including how to adjust for colour temperature
- self-management skills sufficient to work under pressure and meet deadlines

Required knowledge

- features and operations (optical and mechanical) of the main types of lanterns, e.g.:

REQUIRED SKILLS AND KNOWLEDGE

- profile
- fresnel
- pebble/convex
- flood
- moving lanterns
- PAR (parabolic aluminised reflector) lamps
- lantern accessories
- different types of follow spots and their features, including incandescent and discharge units
- relationship between follow spot operation and other lighting effects
- industry knowledge, including:
 - roles and responsibilities of personnel in the relevant industry sector
 - impact of technology on production operations
 - broad understanding of the artistic and technical elements of a production
- duty of care to colleagues and the general public, especially on location
- OHS procedures as they relate to installing and operating follow spots

Evidence Guide**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 following is essential:

- application of excellent hand/eye coordination skills to follow spot operation for productions with extensive movement on stage
- knowledge of different techniques for effective follow spot operation
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through the operation of a follow spot for an actual production on more than one occasion and for more than one production

EVIDENCE GUIDE	
	• involvement of, and interaction with, a production team to reflect the collaborative nature of the process • access to follow spots and accessories as identified in the range statement • access to a production and production venue • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • observation of the candidate operating follow spots during productions • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFLGT301A Prepare, install and test lighting equipment • CUFLGT302A Record and operate standard lighting cues.

Range Statement

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.

RANGE STATEMENT	
<i>Follow spots</i> may include:	• discharge units • DMX controlled • incandescent • xenon arc.
<i>Accessories</i> may include:	• % power selection switches • ballasts • colour magazines • gobos • irises • mechanical blackouts • mechanical dimmers • shutters • stands.
<i>Documentation</i> may include:	• colour lists • cue sheets • emergency and safety procedures • equipment lists • focus notes • lighting plan • manuals • patch sheets • running sheets • scripts.
<i>Relevant personnel</i> may include:	• director • lighting designer • other spot operators • producer • specialist staff • stage manager • supervisor • technical director.
<i>Faults or problems</i> may include:	• blown globe • defective colour • defective iris/sights/dimmer • differences in colour temperature between different units • faulty balance • incorrect height adjustment • misaligned sights • problems with manual colour changer

RANGE STATEMENT

	unexpected changes by performers, e.g. moving out of range, behind scenery.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUFLGT304A Operate floor electrics

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to set and operate a range of floor electrics for live productions or performances. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Experienced lighting technicians generally apply the skills and knowledge outlined in this unit. The operation of floor electrics is required for specific on-stage effects, which could involve both front and backstage lighting facilities. Cues for floor electrics are typically included in a lighting plan supplied to operators by a supervising senior lighting technician or lighting designer. More complex skills associated with setting up, recording and operating lighting cues are covered in: • CUFLGT402A Set up, record and operate lighting cues and effects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Participate in technical and creative run-throughs	1. Set floor electrics according to <i>performance/production</i> requirements 2. Integrate the operation of floor electrics into the run-through and advise <i>relevant personnel</i> of issues requiring attention 3. Plot, record, rehearse and execute cues on direction from relevant personnel 4. Set back-up systems for use in the event of equipment malfunction and test to ensure that they are in working order 5. Implement changes to cueing and modify cue sheets accurately as required
Prepare to operate floor	6. Identify, implement and document changes to floor electrics operation as required

ELEMENT	PERFORMANCE CRITERIA
electrics	7. Check communication equipment to ensure that it is in working order 8. Check that supplies of consumables are adequate for performances/productions 9. Place floor electrics elements in stand-by position for the start of performances/productions according to safety and production requirements 10. Identify equipment requiring warm-up and turn on at the appropriate time 11. Check floor electrics elements to ensure that they are operating to specifications 12. Identify problems or faults promptly, take safe and appropriate action to rectify or report to relevant personnel 13. Isolate smoke detectors and check changes to air-conditioning as required 14. Check that cables are run safely and neatly
Operate floor electrics	15. Execute floor electrics changes on cue according to running sheets, directions and the requirements of the performance/production and/or venue 16. Check cables to ensure correct setting 17. Make modifications to floor electrics cues when required, to cater for unexpected contingencies, and inform relevant personnel 18. Identify problems or faults promptly, take safe and appropriate action to rectify or report to relevant personnel 19. Use back-up systems correctly when required
Shut down and disassemble equipment	20. Turn off power to floor electrics elements or set to standby as required 21. Reset smoke detectors and air-conditioning as required 22. Prepare and position floor electrics elements correctly for use as required, or return equipment to stand-by 23. Make accurate updates on cue sheets and other documentation and file according to enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective communication, literacy and teamwork skills sufficient to:
 - work with other technicians and designers in a production environment
 - interpret lighting plans
 - interpret equipment and production documentation, including back-up systems used in conjunction with lighting control
- problem solving skills, particularly in relation to installation and operation of floor electrics
- technical skills sufficient to operate floor electrics in a range of production environments

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel in the relevant industry sector
 - major types of floor electrics equipment and their uses in different production contexts
 - lighting terminology, particularly in relation to the operation of floor electrics
 - relationship of floor electrics to other lighting and staging effects
 - impact of technology on production operations
 - broad understanding of the artistic and technical elements of a production
- duty of care to colleagues and the general public, especially on location
- OHS procedures as they relate to the testing, installation and operation of floor electrics

Evidence Guide

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

Evidence of the following is essential:

- knowledge of electricity as it relates to floor electrics

EVIDENCE GUIDE	
competency in this unit	• applying safe procedures for working with electricity • communicating effectively with colleagues and clients within the range of situations defined for the job role.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills in operating floor electrics for an actual performance on more than one occasion • demonstration of skills in multiple performance contexts and with different types of floor electrics • involvement of and interaction with a team to reflect the collaborative nature of the technical production process • use of industry-standard equipment • access to a venue with the capacity for floor electrics operation • access to floor electrics equipment • access to cueing and other production documentation from which floor electrics are operated • access to a production on which the candidate can work • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • direct observation of a performance where the candidate is responsible for the operation of floor electrics • verbal or written questioning to assess knowledge of equipment types and features and safety issues • case studies or problem solving exercises to assess the candidate's ability to respond to different operational situations and contexts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

EVIDENCE GUIDE

	for example: • CUFLGT302A Record and operate standard lighting cues • CUFLGT301A Prepare, install and test lighting equipment.

Range Statement**RANGE STATEMENT**

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Performances/productions may include:

- animations
- documentaries
- feature films
- interactive media productions
- live concerts, e.g. rock concerts, open-air concerts/events
- music videos
- stage productions, e.g. plays, musicals
- television productions.

Relevant personnel may include:

- director
- director of photography
- gaffer
- lighting designer
- performers/actors
- producer
- production manager
- senior lighting technician
- stage manager
- supervisor
- technical director
- other technical/specialist staff.

Consumables may include:

- connectors
- gaffer tape

RANGE STATEMENT	
	• gel • globes • lamp stock • PVC tape.
<i>Floor electrics elements</i> may include:	• barn doors • cables • connectors • floor pockets • gels • lighting fixtures • lights, e.g. floods • pracs • shutters • special effects lighting, e.g. strip neon, fibre optic.
<i>Documentation</i> may include:	• colour lists • cue sheets • emergency and safety procedures • equipment lists • focus notes • lighting plan • manuals • patch sheets • running sheets • scripts.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUFLGT401A Implement lighting designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement lighting designs for screen, media and entertainment productions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior lighting technicians apply the skills and knowledge outlined in this unit. On large-scale productions, they are most likely to work collaboratively with a lighting designer who has devised the lighting plan. On smaller productions (including televised outside broadcasts), a senior lighting technician may be required to devise and implement a lighting plan which includes filler lighting and lights for presenters on location. A significant aspect of the role described in this unit is the need to understand fully the correlation between lighting and the cameras, lenses and stock formats being used in a given film or television production. Skills associated with developing lighting designs are covered in: • CUFLGT501A Conceive and develop lighting designs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Clarify design requirements	1. Discuss lighting designs/plans with relevant <i>production personnel</i> to determine overall <i>production</i> needs 2. Generate a range of ideas for the execution of lighting that provide creative solutions to technical and production issues 3. Seek feedback on ideas with relevant production personnel to maximise creative input into lighting

ELEMENT	PERFORMANCE CRITERIA
	effects 4. Confirm availability of lighting equipment and lighting accessories to implement different options for lighting effects 5. Use a range of criteria to decide which options are most feasible and obtain necessary equipment and accessories according to enterprise procedures 6. Ensure that options selected provide a correct visual interpretation of the script/production
Set up and test lighting options	7. Set up lighting equipment and accessories to test different options for lighting effects using appropriate light and exposure meters 8. Interpret information readouts and make necessary adjustments to achieve desired light quality 9. Ensure lighting equipment and lighting accessories are adjusted to take account of camera types and capture media to be used 10. Correct mixed light sources to achieve a uniform colour balance, using corrective filters to meet creative and technical requirements 11. Participate in ongoing production meetings and evaluation of work in progress on lighting effects 12. In consultation with relevant production personnel, agree on the final lighting configuration to be used and inform others as required
Participate in technical rehearsals	13. Rehearse technical aspects of a production and execute changes to the lighting set-up according to production requirements 14. Modify cue sheets and update pre-programmed automated systems according to final shooting requirements 15. In consultation with relevant production personnel, amend lighting effects to take account of limitations imposed by the type of camera or other aspects of productions 16. Check that required changes to lighting operations are implemented and that relevant documentation is completed prior to actual production 17. Ensure appropriate supervision is arranged to maintain continuity of lighting throughout the production period
Monitor lighting operations during	18. Check operational aspects of lighting equipment and lighting set-up to ensure they are correctly prepared for

ELEMENT	PERFORMANCE CRITERIA
productions	productions 19. Ensure placement of lighting equipment and accessories is mapped and connections to correct power sources and consoles are implemented and recorded 20. Maintain lighting conditions throughout filming to ensure that image and light quality meet the stylistic effect required 21. Identify and rectify basic problems and faults using appropriate test equipment and according to enterprise and OHS procedures 22. Ensure that technical quality is consistent with editing and post-production requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - work collaboratively with other production staff to devise lighting effects that meet production requirements
 - convey changes to production staff in an effective and efficient manner
 - modify production documentation as required, e.g. lighting plan, cues
 - interpret script requirements in both creative and technical contexts
- initiative and flexibility in the context of:
 - generating a range of options for implementing lighting designs
 - employing a range of techniques to create lighting effects
 - adapting to changes in lighting requirements during rehearsals and productions
 - solving problems while under pressure with minimum disruption to work flows
- technical skills in the context of:
 - implementing and adjusting lighting set-ups
 - operating and interpreting information readouts from a colour temperature meter
 - undertaking basic maintenance of lighting equipment
 - accurately documenting the positions of luminaires/lanterns
 - using light meters and different types of light-measuring devices
- numeracy skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- complete simple mathematical calculations using a scale ruler
- measure and recalculate lighting cues
- memorise channel numbers on lighting boards

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel in the film and television production industry
 - impact of technology on production planning and operations
 - Recommended Safety Code for Film and Television
 - OHS legislation in the context of film and television production
 - sound understanding of the creative and technical elements of productions
 - general lighting terminology as it relates to a range of different lighting systems
 - issues and challenges that arise in the context of implementing lighting designs
- basic elements of the lighting design process
- comprehensive knowledge of a range of:
 - lighting equipment and accessories, e.g. lanterns, luminaires, shutters
 - lighting systems and concepts, e.g. manual, computerised, DMX distribution, back-up systems used in conjunction with lighting control
- a sound understanding of the attributes of cameras and lenses used in film and television productions and their potential impact on lighting designs
- characteristics of a range of film, tape and digital capture formats, including:
 - black and white/colour
 - light sensitivity (speed and latitude)
 - temperature requirements
- properties and behaviour of light and effects on film and television production, e.g.:
 - absorption
 - refraction
 - reflection
 - visible light waves
 - division by wavelength into colours
- photographic principles, including:
 - exposures and tonal relationships
 - light sources
 - sensitivity and balancing
 - camera interpretation of colour
 - colour correction techniques
 - colour temperature and compensation

REQUIRED SKILLS AND KNOWLEDGE

- factors affecting the selection of gels and filters and colour media
- the effect of different light sources, diffusion materials, filters and reflectors on the lighting environment, e.g. on performers and sets
- well-developed understanding of a range of techniques for creating lighting effects
- general knowledge of electricity and application of safe electrical work practices
- duty of care to colleagues and the general public, especially on location

Evidence Guide**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 following is essential:

- ability to implement lighting designs in ways that address both the creative and technical requirements of productions
- efficient set-up and testing of lighting options
- knowledge of lighting terminology
- effective teamwork skills
- knowledge and application of relevant OHS legislation
- application of knowledge about how lighting set-ups need to take account of camera types and capture media being used.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through the implementation of a lighting design for a minimum of two productions
- involvement of and interaction with a production team to reflect the collaborative nature of the production process
- assessment over an extended period of time to assess the experimental aspects of this unit
- access to a range of locations, e.g. studio, theatre and outdoors

EVIDENCE GUIDE	
	• access to production scripts/performance outlines on which designs can be based. • access to a variety of production venues (e.g. indoor and outdoor) and a selection of industry-standard lighting equipment and cameras as identified in the range statement • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of the lighting aspects of productions for which the candidate was responsible to determine whether design requirements have been met • direct observation of the candidate during technical rehearsals or productions to determine their ability to work effectively as a member of a production team • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFLGT501A Conceive and develop lighting designs • CUFLGT402A Set up, record and operate lighting cues and effects • BSBCRT402A Collaborate in a creative process.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

RANGE STATEMENT

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.

Production personnel may include:

- choreographer
- director
- director of photography
- gaffer
- lighting designer
- producer
- production manager
- senior lighting technician
- stage manager
- supervisor
- technical director
- other technical/specialist staff.

Productions may include:

- animated productions
- commercials
- day
- documentaries
- EFP (electronic field production)
- ENG (electronic news gathering)
- feature films
- filmed events or performances
- in a studio
- live or pre-recorded television productions, e.g. music, drama, comedy, variety, sport
- multi-camera
- music video
- night
- on location - exterior
- on location - interior
- outside broadcast
- short films
- single-camera.

Lighting equipment may include:

- architectural fixtures, e.g. wall lights
- cyclorama lights
- ellipsoidal profile
- floods

RANGE STATEMENT	
	• fresnels • outside broadcast equipment • PAR (parabolic aluminised reflector) lamps • PC (pebbled convex) lamps • profile • snoots • studio and theatre-based equipment.
Lighting accessories may include:	• animation discs • cables, e.g. DMX • colour frames • colour scrollers • computers • cookies • cut-outs • filters • flags • flood mechanisms • fresnel/PC barn doors • gels • gobo holders • gobo rotators • irises • manually operated colour changers • power sources • profile shutters • snoots • spots.
Criteria may include:	• availability of lighting equipment and accessories • availability of lighting operators • budget • creative requirements • pre-production timeframe • type of production.
Equipment and accessories may include:	• dimmers: • analogue • multiplex: analogue and digital • single-unit, e.g. follow spot • lighting consoles and peripherals, e.g.:

RANGE STATEMENT

- monitors
- printers
- memory storage
- effects unit
- fader wings
- luminaires and lanterns, e.g.:
 - fresnel
 - profile
 - HMI
 - PAR (parabolic aluminised reflector) lamps
 - plasma
 - theatre-based units
 - studio and location units
 - special effects
 - moving/digital moving lights
 - intelligent/automated lighting
- production equipment, e.g.:
 - tripods
 - video stock
 - microphones
 - recording devices (e.g. audiotape recorder)
 - headphones
 - batteries
 - lenses and filters
 - cameras (see 'camera types' for examples)
- rigging accessories, e.g.:
 - safety chains
 - hook clamps
 - boom arms
 - spigots
 - telescopic stands
 - H-stands
 - winch-up stands
 - mobile booms
 - T-bars
 - scaffold clamps
 - truss
 - chain blocks/motors

RANGE STATEMENT	
<i>Information readout</i> may include:	• colour temperatures • exposures • heat • intensity.
<i>Light quality</i> may include:	• colour quality • direction • dispersion • filters • intensity • object • pictorial lighting style • pictorial quality • sources • temperature • tonal differences and range • type of surface.
<i>Camera types</i> may include:	• Betacam • Betacam SP • digital Betacam • digital DVC Pro • DV Cam (4:3, 16:9) • film cameras, e.g. Arricam ST, Bolex 16 • HDTV • mini DV.
<i>Capture media</i> may include:	• disk • DVD • film • videotape (digital).
<i>Documentation</i> may include:	• accident reports • building specifications, room layouts • call sheet • colour coding schedules • colour lists, plots • cue sheets and modifications to cue sheets • equipment instructions • equipment lists • fault reports • floor sheets • focus notes

RANGE STATEMENT	
	• lantern schedules • lighting plan • manufacturer specifications/manuals • patch sheets • power requirements • production schedule • running sheet • script • venue procedures.
<i>Test equipment</i> may include:	• analogue or digital multimeters • continuity tester • DMX, cable tester • test lamps.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUFLGT402A Set up, record and operate lighting cues and effects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to set up a lighting control system, and to use the more complex functions of a console. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Experienced lighting technicians or operators in the screen, media and entertainment industries apply the skills and knowledge outlined in this unit. At this level, they are expected to be reasonably creative and innovative in their implementation of lighting schemas across a diverse range of productions. They must be able to exploit the full capabilities of contemporary lighting systems in ways that are consistent with the aesthetics envisaged for productions. Attention to detail in recording and reproducing lighting cues is also required. Even though people at this level work autonomously, they are members of a production team and need to work collaboratively with lighting designers and directors to achieve creative outcomes. They are often responsible for supervising junior lighting technicians. Skills associated with implementing lighting designs are

	covered in: CUFLGT401A Implement lighting designs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Connect and format control system for productions	1. Correctly connect <i>dimmers</i> to <i>control desk/console</i> through appropriate control protocols and check to ensure designer's control channel requirements can be achieved

ELEMENT	PERFORMANCE CRITERIA
	2. Make correct connection to <i>peripheral accessories and control devices</i>, including display, storage and printing equipment 3. Check system for nature of soft patch inherited from previous <i>production</i> and check against default or production soft patch or patch according to enterprise requirements 4. Integrate geographic, grouping, scaling and use of peripheral accessories into the patching process 5. Check dimmers to ensure that they are receiving data and are operating correctly in relationship to required <i>production parameters</i> 6. Complete set-up tasks according to OHS requirements and <i>test control systems</i> for overall functionality 7. Establish, connect and test remote controls for relevant <i>production personnel</i>
Plot and operate advanced cue types	8. Liaise with relevant production personnel to determine the nature of <i>cue type</i> required and use console appropriately to demonstrate capabilities 9. Make available the elements required for the cue type and correctly record 10. Demonstrate cue types to relevant production personnel in accordance with appropriate <i>documentation</i> and modify as required
Plot and operate effects	11. Liaise with relevant production personnel to discuss the types of effect required, and the capacity of the console to produce such effects 12. Correctly use the effects menu, providing demonstrations to colleagues as required 13. Correctly identify the steps needed to record a chosen effect and complete these in a logical sequence 14. Demonstrate effects to relevant production personnel, make appropriate modifications as required and rehearse with relevant items and personnel
Solve lighting problems during performance	15. Correctly and promptly identify lighting problems 16. Use knowledge of control desk/console features and functions to develop solutions to problems without disruption to performance 17. Assess the scope of the problem and make decisions for action within scope of individual responsibility

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- good communication and literacy skills in the context of:
 - working as an effective team member
 - briefing colleagues on lighting cues and effects
 - interpret relevant documentation, e.g. lighting plans, cue sheets
 - reading and understanding technical and operational manuals
 - interpreting and writing performance documentation
 - providing clear verbal and non-verbal cues during productions
- technical skills sufficient to:
 - use advanced features and effects of a range of lighting systems
 - plan for and use a variety of colour media in lighting
 - implement back-up systems used in conjunction with lighting control
- organisational and self-management skills sufficient to:
 - solve problems with lighting equipment during set-up and productions
 - make decisions about lighting operations quickly and effectively in a pressure environment
- initiative and creativity in the context of contributing innovative ideas to lighting plots
- numeracy skills sufficient to complete simple mathematical calculations and recall numbers for channel selections

Required knowledge

- basic elements of lighting design and their impact on the set-up of lighting control systems
- the advanced features and effects associated with different lighting systems
- features and operations (optical and mechanical) of the main types of lanterns, e.g.:
 - profile
 - fresnel
 - pebble/convex
 - moving lanterns
 - flood
 - PAR (parabolic aluminised reflector) lamps
 - lantern accessories
- lighting control concepts used in various lighting systems
- operational parameters of:
 - automated lighting

REQUIRED SKILLS AND KNOWLEDGE

- colour scrollers
- animation discs
- gobo rotators
- other effects accessories
- dedicated controllers for moving lights and remotely controlled lighting effects
- DMX protocols
- basic understanding of electronics and electricity
- duty of care to colleagues and general public
- OHS legislation and regulations as they apply to film/television/theatre/performance productions

Evidence Guide**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 following is essential:

- ability to use the full range of console features to set up, record and operate lighting cues and effects
- knowledge of lighting control terms and dimmer control protocols, including those related to advanced features
- effective communication and problem solving skills
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through the set-up, recording and operation of lighting cues and effects for more than one production
- involvement of and interaction with a production team to reflect the collaborative nature of the production process
- use of industry-standard equipment
- access to a production venue and a selection of lighting equipment identified in the range statement
- access to appropriate learning and assessment support

EVIDENCE GUIDE	
	when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of lighting effects produced by the candidate • evaluation of reports produced by the candidate on the processes undertaken to produce lighting for a given set of requirements • case studies projects to develop lighting for different types of productions • verbal or written questioning to assess knowledge of equipment features.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFLGT302A Record and operate standard lighting cues.

Range Statement

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.	
<i>Dimmers</i> may include:	• analogue dimmers • multiplexed analogue dimmers, single-unit (follow spot) dimmers, e.g. Model 1 or Monopak • multiplexed digital dimmers, e.g. DMX512

RANGE STATEMENT	
	• MUX and DMUX units, e.g. analogue conversion • small self-contained dimmable controllers, e.g. Fourpack, Quadpak.
Control desks/consolas may include:	• controlled lighting effects • manual/memory desks • manually operated desks.
Peripheral accessories and control devices may include:	• back-up units • control cables • desk lamp • effects unit • external memory storage • lanterns, e.g.: • theatre-based units, e.g. profiles, fresnels • PAR (parabolic aluminised reflector) lamps • architectural fixtures • monitors • printers • riggers' controls • special effects units, e.g.: • smoke machines • fog machines • hazers • ultraviolet lights • chasers • strobes • mirror balls.
Productions may include:	• animations • documentaries • feature films • interactive media productions • live concert performances, e.g. rock concerts, open-air concerts/events • music videos • stage productions, e.g. plays, musicals • television productions, e.g. drama, sport, comedy.
Production parameters may include:	• animation discs • automated lighting

RANGE STATEMENT	
	• colour scrollers • dedicated controllers for moving lights and remotely controlled lighting effects • fibre optic displays • gobo rotators • other accessories, e.g. mirror balls, architectural lighting.
Aspects of <i>control systems</i> to be <i>tested</i> may include:	• correct functionality of: • lighting board • dimmer channels • peripherals • designer and riggers' controls • DMX line/signal. • correct selection of control protocols • soft patch configuration.
<i>Production personnel</i> may include:	• choreographer • director • director of photography • gaffer • lighting designer • producer • production manager • senior lighting technician • stage manager • supervisor • technical director • other technical/specialist staff.
<i>Cue types</i> may include:	• automatically linked fades • chases • conditional fades • manual changes • multiple simultaneous fades • operator's visual cues.
<i>Documentation</i> may include:	• cue sheets • fault reports • floor plans • grid layouts • lighting plans • memorandums

RANGE STATEMENT

	• operational manuals • scripts • technical manuals.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUFLGT501A Conceive and develop lighting designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop lighting designs for productions in the film, television and live performance industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Lighting designers apply the skills and knowledge described in this unit. They work closely with directors, directors of photography (DOPs), production designers, technical producers and costume designers to ensure that their lighting designs reflect the style and mood of productions. On major productions, lighting designers manage a team of lighting assistants/technicians, lighting console operators and electricians. As such, they have responsibility for all aspects of lighting operations, including safety. Skills associated with realising lighting designs for film and television productions are covered in: • CUFLGT401A Implement lighting designs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Interpret creative briefs	1. Analyse performance outlines/scripts to determine overall <i>production</i> concepts 2. Participate in preliminary concept meetings with <i>relevant personnel</i> to discuss <i>lighting requirements</i> 3. Identify <i>factors</i> that may determine and affect the lighting design 4. Prepare relevant <i>documentation</i> and brief team on lighting requirements as required
Conduct and evaluate	5. Identify and source <i>references</i> that may inform the

ELEMENT	PERFORMANCE CRITERIA
research	design process 6. Critically analyse sources and references in the context of design projects 7. Consider the impacts and potential of new and emerging technologies to inform the design 8. Collect, collate and adapt materials to develop initial design concepts
Generate and assess ideas	9. Generate a range of ideas for designs that respond sympathetically to briefs and provide creative solutions to technical issues 10. Discuss ideas and collaborate with relevant personnel to maximise their contribution of ideas to initial concepts 11. Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet briefs 12. Provide strategic information to effect improvements in the management of production outcomes
Develop and document designs	13. Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of designs 14. Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation 15. Evaluate initial concepts and select the most appropriate approach, giving due consideration to budget, research findings and ongoing reflection/discussion 16. Use initial concepts as the basis for developing lighting designs, taking into account a range of criteria and factors 17. Accurately complete documentation according to production requirements and enterprise procedures 18. Ensure that lighting designs and plans can be achieved within budget constraints and production schedules 19. Ensure relevant OHS requirements are incorporated into the lighting design process
Communicate design ideas and make amendments	20. Present draft lighting plans and specifications to relevant personnel in an appropriate format 21. Participate in the initial and ongoing evaluation of draft designs 22. Negotiate and agree to modifications to designs and undertake necessary amendments

ELEMENT	PERFORMANCE CRITERIA
	23. Agree to final designs and produce accurate and comprehensive documentation to support implementation 24. Present final designs, plans and specifications to relevant personnel and confirm that all production requirements have been met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:
 - interact effectively with people with diverse interests and needs
 - seek input and feedback from team members on lighting design concepts
 - conduct effective negotiations with a wide range of production personnel
- initiative and enterprise in the context of generating a range of creative responses to lighting design briefs
- well-developed planning and organisational skills in the context of:
 - ensuring that the design process is fully integrated in the production scheduling process
 - undertaking research in relation to production design, including creative interpretation and adaptation
- ability to address and solve problems and challenges in a timely and collaborative manner
- self-management skills sufficient to:
 - work under pressure
 - provide appropriate and timely records and documentation
 - meet production deadlines
- literacy skills sufficient to:
 - interpret written instructions, e.g. script requirements
 - document lighting plans and specifications
- numeracy skills sufficient to interpret budgets and cost estimates

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel in the relevant industry sector

REQUIRED SKILLS AND KNOWLEDGE

- impact of technology on production planning and operations
- sound understanding of the creative and technical elements of productions and phases in the production process
- issues and challenges that arise in the context of developing lighting designs
- role of lighting design within the overall artistic direction of a production
- role of the lighting designer, how this may differ depending upon the production, and relationships with other designers and production personnel
- relationship between different design elements (costume, sets, lighting, props, sound)
- copyright, moral rights and intellectual property legislation in relation to ethical standards and protocols for designers working in the film, television and performance industries
- the formal principles and elements of design and their relevance to lighting design
- principles and techniques of design and script break-down
- sources and availability of lighting materials and equipment
- formats for documenting lighting design
- current and emerging technologies available to lighting designers
- construction methods/implementation issues associated with the realisation of lighting designs
- detailed knowledge of lighting and lighting equipment, including:
 - complementary nature of light
 - mechanics of vision
 - relative perceptions of light and dark
 - principles of reflection and refraction
 - how these principles are used by manufacturers of lighting equipment
- ways that different lighting filters are manufactured and how this affects their performance
- duty of care to colleagues and general public
- OHS legislation and regulations as they apply to all production areas

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • effective communication, negotiation and project management skills to facilitate the design process • the development of creative lighting designs and plans that meet the artistic requirements of productions and address practical production requirements and constraints • research skills, including interpretation and adaptation of design concepts • collaborative approach to work.
Context of and specific resources for assessment	Assessment must ensure: • practical demonstration of skills through the development of lighting designs for a minimum of two productions • involvement of and interaction with a production team to reflect the collaborative nature of the design process • assessment over an extended period of time to reflect the nature of the design process and to assess the experimental aspects of this unit • access to performance outlines/scripts on which designs can be based • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of lighting designs produced by the candidate and their quality in terms of meeting creative briefs • evaluation of the lighting aspects of a production for which the candidate has been responsible • case studies to assess ability to develop designs for different types of productions.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended, for example:

- BSBCRT402A Collaborate in a creative process
- BSBCRT501A Originate and develop concepts
- CUFLGT401A Implement lighting designs.

Range Statement**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.

Productions may include:

- animations
- electronic field productions, e.g. news, conferences
- events
- film, e.g. feature, documentary
- live performances, e.g. stage plays, musicals
- music videos
- outside broadcasts
- television programs, e.g. studio drama.

Relevant personnel may include:

- camera operators
- clients
- directors
- directors of photography (DOP)
- gaffer
- lighting technicians and operators
- make-up supervisors
- other specialist staff, e.g. special effects (SFX)
- producers
- production designers
- senior camera personnel
- set designers
- technical directors
- wardrobe supervisors.

RANGE STATEMENT

Lighting requirements may include:

- aesthetics
- cables, e.g. DMX
- computers
- dimmers, e.g.:
 - analogue
 - multiplex analogue and digital
 - single-unit, e.g. follow spot
- filters
- gels
- indoor
- lighting consoles and peripherals, e.g.:
 - monitors
 - printers
 - memory storage
 - effects unit
 - fader wings
- luminaires and lanterns, e.g.:
 - fresnel
 - profile
 - HMI
 - plasma
 - theatre-based units
 - studio and location units
 - special effects
 - moving lights
 - digital moving lights (intelligent lights)
- outdoor
- period requirements
- power sources
- production style
- rigging accessories.

Factors may include:

- available expertise
- available resources (human, financial, physical)
- available technology
- budget
- director's approach/instructions
- level of assistance available during implementation and construction
- needs of other production areas

RANGE STATEMENT	
	• regulations • space/venue specifications or restrictions • style/period/nature/scale of production • timelines.
Documentation may include:	• building specifications, room layouts • colour lists, plots • equipment lists • floor sheets • focus notes • lighting plans (computer or manually generated) • lighting specifications • mock-ups • power requirements • production schedule • samples • script • venue procedures.
References may include:	• collages • digital images • film, video, internet • historical information • models • musical scores • paintings and illustrations • photographs • reference books/journals/texts • scripts (adapted or original) • sketches • technical drawings.
New and emerging technologies may include:	• digital moving lights (intelligent lights) • light emitting diodes (LED) • organic light emitting diodes (OLED) • zoom profile spotlights.
Criteria and factors may include:	• consistency with the style requirements of the script/production • effective use of materials • features of cameras and lenses • research findings • resource constraints

RANGE STATEMENT	
	• technical feasibility.
OHS requirements may include:	• Commonwealth and state or territory OHS regulations • enterprise safety codes and practices • relevant local government legislation and regulation • relevant national and international standards, guidelines and codes of practice.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

CUFMUP401A Design, apply and remove make-up

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design, apply and remove standard make-up for productions in the screen, media and entertainment industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Make-up artists apply the skills and knowledge described in this unit, which covers the design, application and removal of standard make-up for performers and/or talent appearing in films, television shows or photographic shoots. Creativity is the key to being a successful make-up artist, along with the ability to design make-up that meets production requirements and brings out, or builds on, the subject's best features. Good communication skills are also essential, since make-up artists need to create a work environment where performers and/or talent feel at ease. Depending on the nature of the job, a make-up artist can work alone, as an assistant to a more senior colleague or as part of a make-up design team. Employment is usually on a contract basis and hairstyling skills are often required.

	More complex skills associated with the application of period, specialised and special effects make-up are covered in: - CUFMUP501A Design and apply specialised make-up - CUFMUP502A Design and apply special make-up effects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
Design make-up	1. In consultation with relevant personnel and with reference to production documentation, confirm make-up requirements for performers and/or talent 2. Generate a range of ideas for make-up designs that provide creative solutions to production requirements 3. Identify factors that may have an impact on make-up designs for productions, including special requirements for performers/talent 4. Prepare costings for make-up products and equipment and seek approval for expenditure as required 5. Prepare make-up plans after reaching agreement about make-up designs with relevant personnel 6. Ensure make-up products and equipment are available according to production schedules
Prepare to apply make-up	7. Lay out work area to ensure quick and efficient application of make-up 8. Use and care for make-up products and equipment according to manufacturer recommendations 9. Dress performer/talent with required protective covering to protect hair and clothes 10. Use suitable cleansing product to cleanse performer's face 11. Implement health and hygiene requirements during preparation of make-up and cleansing procedure
Apply and maintain make-up	12. Ensure performer's comfort is maintained during make-up application and they are protected from hazards 13. Apply products in sequence with appropriate applicators according to the make-up plan and health and hygiene requirements 14. While applying make-up, explain procedures and products to performers/talent as required 15. Check that the final effect meets production requirements 16. Identify and implement health and hygiene requirements during preparation, application and maintenance of make-up 17. Make required adjustments quickly and accurately at appropriate times during productions
Remove make-up	18. Explain make-up removal procedures to performers/talent 19. Remove make-up using appropriate cleansing products

ELEMENT	PERFORMANCE CRITERIA
	20. Ensure that performers' comfort is maintained during make-up removal and that they are protected from hazards 21. Wash, disinfect or discard make-up equipment, as appropriate 22. Clean and leave work areas in the original or an improved condition

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - deal with performers/talent tactfully and respectfully
 - discuss with performers/talent their preferences and sensitivities regarding skin care
 - consult with production personnel about make-up issues to ensure creative and technical production requirements are met
 - inform performers/talent of the procedures for applying, touching up and removing make-up
 - relate to people from diverse backgrounds and people with diverse abilities
 - interpret a range of workplace documentation
 - prepare and update make-up plans
- initiative, enterprise and creativity in the context of:
 - creating and refining make-up design concepts
 - adjusting make-up requirements as required
- problem solving skills in the context of recognising and responding appropriately to general and local contra-indications, including those that indicate referral to an appropriate professional
- planning and organising skills sufficient to:
 - use time effectively to control product waste
 - meet deadlines
 - select and acquire make-up products and equipment to meet production requirements
- technical skills sufficient to use the internet for research
- numeracy skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- budget in relation to design concepts and make-up requirements
- estimate the quantity of products required
- estimate the time required to apply make-up
- self-management skills sufficient to:
 - work under pressure
 - follow manufacturer specifications and enterprise policies and procedures

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel in productions in the relevant industry sector
 - issues and challenges that arise in the context of providing make-up services
- well-developed understanding of the interrelationship between face and body shapes and the elements and principles of make-up application
- well-developed understanding of the following:
 - effects of natural/artificial lighting on make-up
 - colour design principles
 - colour wheel, primary, secondary, complementary colours, grey scale
 - tonal value
 - tone, value, hue and shade
- knowledge of cosmetic chemistry/ingredients in relevant make-up products particularly in regard to their likely effects on the skin
- techniques for determining the physical appearance of:
 - various skin types
 - normal skin
 - abnormal skin
 - minor skin blemishes
- awareness of the effect of changes created by specific make-up products and colour application techniques
- awareness of the effect of changes created by lighting and how make-up colours appear on the screen
- OHS requirements as they apply to applying make-up

Evidence Guide**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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of make-up plans that demonstrate an ability to: • identify and deal with requirements of performers/talent • select appropriate products and application techniques • incorporate colour design principles into make-up designs • take production environment into account when designing make-up • meet production requirements • consistent application of local health and hygiene requirements/regulations in relation to make-up services • consistent application of OHS practices in regard to the provision of make-up services • correct make-up product application and removal techniques • collaborative approach to work • ability to communicate effectively with performers/talent in relation to make-up application.
Context of and specific resources for assessment	Assessment must ensure: • practical demonstration of skills through a range of make-up design and application tasks for at least three productions • access to a range make-up products and equipment as listed in the range statement • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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

EVIDENCE GUIDE	
	portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of make-up plans prepared by the candidate to determine whether production requirements have been met and correct procedures and make-up products have been identified • observation of the candidate applying make-up in a production context • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS407A Monitor a safe workplace • CUFMUP402A Maintain make-up and hair continuity • CUFMUP403A Style hair for a performance or production.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• continuity personnel • costume designer and wardrobe personnel • designer • director • director of photography • floor manager • hairdresser • lighting designer and lighting personnel • make-up supervisor/other make-up personnel • performers/talent

RANGE STATEMENT	
	• producer • production manager • special effects make-up designer and maker • technical director • other technical/specialist staff.
Production documentation may include:	• call sheets • costume break-down lists • costume plots • make-up plan • manufacturer guidelines • product labels • production schedule • running sheets • script • stock orders.
Production requirements may include:	• camera angles/shots, e.g.: • extreme close-up • close-up • mid shot • long shot • wide shot • high-angle • eye-level shot • low-angle • health and hygiene requirements • lighting effects • production schedule • specifications from designers and directors • venue requirements • other technical considerations.
Factors may include:	• availability of personnel • availability of resources • available budget • locations, e.g.: • studio • interior • exterior • outside broadcast • day

RANGE STATEMENT	
	• night • sound stage • production schedule • production values • production/program style • public profile of performer/talent • timelines.
<i>Productions</i> may include:	• commercials • documentaries • feature films • filmed events or performances • live or pre-recorded television productions • live performances • music video • short films • television productions • theatrical productions.
<i>Special requirements</i> may include:	• contagious skin disorders, e.g.: • bacterial infections • viral infections • fungal infections • contra-indications/precautions, e.g.: • contagious and non-contagious • sunburn • trauma • bruises • cosmetic and general surgery • other visible non-normal skin • duration of the make-up application • duration of the performance • non-contagious conditions, e.g.: • acne • dermatitis • eczema • allergies • performers' histories • removal of body or facial hair • skin type/condition, e.g.: • normal

RANGE STATEMENT	
	• dry • combination • sensitive • mature • pigmented • colour and tone • wearing of contact lenses.
<i>Make-up products</i> may include:	• blushes • cleansers • concealers • eyeshadows (matte/frosted) • fixative • foundation (liquid/solid) • lipsticks/lip glosses • mascaras (powder, liquid, wand or block) • moisturisers • pencils • powders • pre make-up products and stabilisers • protective gels and creams • sunscreen • toners.
<i>Make-up plan</i> may include:	• areas requiring correction/camouflage • colour design • context, e.g.: • single appearance • location • dramatic considerations • lighting • camera angles/shots • continuity issues • face shape • highlighting/shading techniques • known allergies • location, e.g.: • interior • exterior • studio • make-up products and equipment

RANGE STATEMENT	
	• product application procedures • testing arrangements.
<i>Health and hygiene requirements</i> may include:	• commonwealth, state and territory OHS regulations • regulations in the cosmetic environment, e.g.: • sterilisation and sanitation procedures • storage and handling of hazardous substances • protective clothing and substances in the workplace.
<i>Make-up equipment</i> may include:	• airbrushes • artificial lashes • containers • cotton buds • hairclips and bands • lash curlers • magnifying mirror • make-up box • make-up remover pads • moist towelettes • pallets or tiles • pencil sharpener • powder puffs • protective bibs and smocks • spatulas • sponges, brushes, applicators • tissues • towels • trays • tweezers.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - make-up

Co-requisite units

Co-requisite units		

CUFMUP501A Design and apply specialised make-up

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide specialised make-up services for productions in the screen, media and entertainment industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior make-up artists/designers apply the skills and knowledge described in this unit. Creative use of make-up enhances the ability of actors to portray characters. Thorough background research is required to ensure that characters are accurately represented. Depending on the nature of the job, a specialist make-up artist/designer can work alone, or, on large-scale productions, they could be responsible for supervising other make-up artists. Employment is usually on a contract basis and hairstyling skills are also required. Skills associated with special make-up effects are covered in: • CUFMUP502A Design and apply special make-up effects • CUFMUP504A Create prosthetics for special make-up

	effects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	CUFMUP401A Design, apply and remove make-up	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Interpret creative briefs	- Analyse <i>production documentation</i> to determine overall <i>production requirements</i> - Participate in preliminary concept meetings to discuss <i>specialised make-up</i> requirements - Identify <i>factors</i> that may affect the design and application of specialised make-up, including <i>special</i>

ELEMENT	PERFORMANCE CRITERIA
	requirements for performers
Conduct and evaluate research	4. Use appropriate research techniques to identify and source reference materials to clarify aspects of specific make-up design projects 5. Organise and maintain currency of reference materials, documentation and findings, for use by relevant personnel 6. Critically analyse sources and references in the context of specific specialised make-up design projects 7. Use research findings to develop initial design concepts
Generate and assess ideas	8. Evaluate initial design concepts in consultation with relevant personnel 9. Generate a range of ideas for the specialised make-up design that demonstrate sympathetic response to the brief and provide creative solutions to design issues 10. Discuss ideas and collaborate, as required, with relevant personnel to maximise their contribution to the design process 11. Continuously reflect on and appraise creative ideas and solutions in the context of production constraints
Develop and document make-up designs	12. Maintain an accessible recording system so that research materials are readily available to others 13. Hold ongoing discussions with relevant personnel to ensure additional or changed production requirements are incorporated into make-up designs 14. Ensure that agreement is reached with relevant personnel on a consistent interpretation of character, period and style 15. Evaluate initial concepts and select the most appropriate ideas, taking into account production constraints 16. Develop specialised make-up designs and present them for discussion to relevant personnel 17. Prepare specialised make-up plans in an appropriate format and distribute copies to relevant personnel as required
Provide specialised make-up services	18. Ensure make-up products and make-up equipment are available according to production schedules 19. Apply specialised make-up according to make-up plans, ensuring that performers' comfort is maintained throughout the process 20. Explain procedures and products to performers as

ELEMENT	PERFORMANCE CRITERIA
	required when applying and removing make-up 21. Ensure that make-up application and removal processes comply with health and hygiene requirements at all times 22. Check that the final effect meets production requirements 23. Make required adjustments quickly and accurately at appropriate times during productions 24. Ensure that work area is left in the original or improved condition 25. Complete workplace documentation as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - consult with senior creative personnel regarding specialised make-up design concepts
 - negotiate solutions to conflicts that arise in relation to the provision of make-up services
 - deal with performers tactfully and respectfully
 - relate to people from diverse backgrounds and people with diverse abilities
 - discuss with performers their preferences and sensitivities regarding skin care
 - consult with production personnel about make-up issues to ensure creative and technical production requirements are met
 - inform performers of the procedures for applying, touching up and removing make-up
 - interpret and maintain a range of workplace documentation
 - prepare and update specialised make-up plans
- initiative, enterprise and creativity in the context of:
 - creating and refining specialised make-up design concepts
 - thinking laterally when developing concepts
 - undertaking background research to inform the design process
 - maintaining design integrity
 - devising the most effective way of using make-up to enhance characterisation

REQUIRED SKILLS AND KNOWLEDGE

- problem solving skills in the context of recognising and responding appropriately to general and local contra-indications, including those that indicate referral to an appropriate professional
- planning and organising skills sufficient to:
 - use time effectively
 - control product waste
 - meet deadlines
 - select and acquire make-up products and equipment to meet production requirements
 - systematically organise research materials
- technical skills sufficient to:
 - use the internet for research
 - use standard word processing packages
 - access and use databases to record research findings
- numeracy skills sufficient to:
 - budget in relation to design concepts and make-up requirements
 - estimate the quantity and cost of products required
 - estimate the time required to apply make-up
 - estimate the number of make-up personnel required
- self-management skills sufficient to:
 - work under pressure
 - follow manufacturer specifications and enterprise policies and procedures

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel in productions in the relevant industry sector
 - issues and challenges that arise in the context of providing make-up services
- well-developed understanding of the interrelationship between face and body shapes and the elements and principles of make-up application
- 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
- basic understanding of body systems and how they relate to face and body shapes and skin, muscles and nerves:
 - skeletal and muscular
 - nervous system and its relationship to skin function
- well-developed understanding of the following in regard to make-up services:
 - effects of natural/artificial lighting on make-up
 - colour design principles

REQUIRED SKILLS AND KNOWLEDGE

- colour wheel, primary, secondary, complementary colours, grey scale
- tonal value
- differences between tone, value, hue and shade
- knowledge of cosmetic chemistry/ingredients in relevant make-up products particularly in regard to their likely effects on the skin
- awareness of the effect of changes created by specific make-up products and colour application technique
- awareness of the effect of changes created by lighting and how make-up colours appear on screen
- techniques for determining the physical appearance of:
 - various skin types
 - normal skin
 - abnormal skin
 - minor skin blemishes
- understanding of colour physics and its application in make-up application
- OHS requirements as they apply to design and application of make-up

Evidence Guide**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 following is essential:

- documented specialised make-up designs that demonstrate an ability to:
 - use make-up to enhance characterisation
 - select appropriate products and application techniques
 - incorporate colour design principles into make-up designs
 - take production environment into account when designing make-up
 - meet production requirements
- consistent application of local health and hygiene requirements/regulations in relation to make-up

EVIDENCE GUIDE	
	services • consistent application of OHS practices in regard to the provision of make-up services • correct make-up product application and removal techniques • attention to detail • collaborative approach to work • ability to communicate effectively with performers/talent in relation to make-up application.
Context of and specific resources for assessment	Assessment must ensure: • practical demonstration of skills through a range of make-up design and application tasks for at least two productions • access to a range of make-up products and equipment as listed in the range statement • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of make-up plans prepared by the candidate to determine whether production requirements have been met and correct procedures and make-up products have been identified • observation of the candidate applying make-up in a production context • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit and to evaluate the processes used in developing and realising creative concepts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS407A Monitor a safe workplace • CUFMUP502A Design and apply special make-up

EVIDENCE GUIDE

	effects. CUFMUP503A Create prosthetics for special make-up effects.

Range Statement**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.

Production documentation may include:

- budgets
- call sheets
- copyright of body paint designs
- costume break-down lists
- costume designs
- costume plots
- make-up plans
- manufacturer guidelines
- product labels
- production schedules
- research documents
- running sheets
- scripts
- stock orders
- synopsis break-down of characters.

Production requirements may include:

- camera angles/shots, e.g.:
 - extreme close-up
 - close-up
 - mid shot
 - long shot
 - wide shot
 - high-angle
 - eye-level shot
 - low-angle

RANGE STATEMENT	
	• health and hygiene requirements • lighting effects • production schedule • specifications from designers and directors • venue requirements • other technical considerations.
<i>Specialised make-up</i> may include:	• period make-up for any historical period, modern or ancient • specialised make-up, e.g.: • body painting • tattoos • racial characteristics • ageing techniques by using: • make-up • creams • stipple • latex and spirit gum • foam pieces • fitting and application of make-up to bald caps • removal and storage of bald caps.
<i>Factors</i> may include:	• available personnel • budget • deadlines/timeline • dramatic characters, e.g.: • number • type • changes • locations, e.g.: • studio • interior • exterior • outside broadcast • day • night • sound stage • materials, e.g.: • type

RANGE STATEMENT	
	• availability • quantity • production values/style • public profile of performers • technical considerations • time span • weather.
<i>Special requirements</i> may include:	• duration of the make-up application • duration of the performance • contagious skin disorders, e.g. infections: • bacterial • viral • fungal • contra-indications/precautions, e.g.: • sunburn • trauma • bruises • cosmetic and general surgery • other visible non-normal skin • non-contagious skin disorders, e.g.: • acne • dermatitis • eczema • allergies • skin type/condition, e.g.: • normal • dry • combination • sensitive • mature • pigmented • colour and tone • performers' histories • removal of body or facial hair • wearing of contact lenses.
<i>Research techniques</i> may include:	• contacting historical or other specialist associations • reading newspapers, books and other references

RANGE STATEMENT	
	• talking and listening to experts • using the internet • watching documentary films and videos.
Reference materials may include:	• drafts and final make-up designs • films • history books • journals • paintings and illustrations of the period • performance details and specifications • photographs • specialist services available for make-up and hair • texts • the internet • videos • writings of the period.
Aspects may include:	• cultural factors • genre • historical factors • period • style, e.g.: • men, women, children • silhouette and body shapes • fabrics • foundation garments • trims • accessories.
Organisation may include the use of:	• computer databases • library • manual files.
Relevant personnel may include:	• continuity personnel • costume designer and wardrobe personnel • designer • director • director of photography • floor manager • hairdresser • lighting designer and lighting personnel • make-up supervisor/other make-up personnel

RANGE STATEMENT	
	• performers • producer • production manager • special effects make-up design and maker • technical director • other technical/specialist staff.
Production constraints may include:	• budget • discussions • production schedule • reflection on the design brief • research findings.
Accessible recording system may include:	• details of specialist services • draft and final make-up and hair designs • performance details and specifications • reference/research materials.
Formats may include:	• collage • coloured design illustrations • digital images • models • photos • sketches.
Make-up products may include:	• blush • cleanser • concealer • eyeshadow (matte/frosted) • fixative • foundation (liquid/solid) • glue/gum • latex • lipsticks/lip gloss • mascara (powder, liquid, wand or block) • moisturiser • pencil • powder • pre-make-up products and stabilisers • protective gel and cream • sunscreen • toner.
Make-up equipment may	• airbrushes

RANGE STATEMENT	
include:	• artificial lashes • bald caps • containers/trays, etc. • cotton buds • eye make-up remover pads • hairclips and bands • lash curlers • latex • magnifying mirror • make-up box • moist towelettes • pallets or tiles • pencil sharpener • powder puffs • protective bibs and smocks • spatulas • sponges, brushes, applicators • supply of water • tissues • towels • tweezers.
<i>Productions</i> may include:	• commercials • documentaries • feature films • filmed events or performances • live or pre-recorded television productions • live performances • music video • short films • television productions • theatrical productions.
<i>Make-up plan</i> may include:	• areas requiring correction/camouflage • camera angles/shots • colour design • context, e.g.: • single appearance • location • dramatic considerations • lighting • continuity issues

RANGE STATEMENT	
	• details of period and specialist make-up requirements • details of specialist services required • face shape • highlighting/shading techniques • known allergies • location, e.g.: • interior • exterior • studio • make-up products and equipment required • product application procedures • testing arrangements.
Health and hygiene requirements may include:	• commonwealth, state and territory OHS regulations • regulations in the cosmetic environment, e.g.: • sterilisation and sanitation procedures • storage and handling of hazardous substances • protective clothing and substances in the workplace.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - make-up

Co-requisite units

Co-requisite units	

Co-requisite units		

CUFMUP502A Design and apply special make-up effects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and apply special make-up effects services for productions in the screen, media and entertainment industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Special make-up effects artists apply the skills and knowledge described in this unit. The effects produced vary widely and often involve the attachment of prosthetics and the application of make-up in order to create special features or effects, such as scars, ageing and illness. Because the application of special make-up effects can be a complex and lengthy process, make-up artists need to be confident and diplomatic in the way they communicate with performers whose appearances they are transforming. Depending on the nature of the job, a special make-up effects artist can work alone, or, on large-scale productions, they could be responsible for supervising other make-up artists. Employment is usually on a contract basis and hairstyling skills are also required. Skills associated with creating prosthetics are covered in:

	CUFMUP503A Create prosthetics for special make-up effects.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	CUFMUP401A Design, apply and remove make-up

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Interpret creative briefs and develop initial design concepts	- Analyse <i>production documentation</i> to determine overall <i>production requirements</i> - Identify <i>factors</i> that may affect the design and implementation of <i>special make-up effects</i>, including <i>special requirements</i> for performers

ELEMENT	PERFORMANCE CRITERIA
	3. Identify prosthetic requirements and factors that may affect the creation of prosthetics 4. Generate a range of ideas for the special make-up effects design that respond sympathetically to the brief and provide creative solutions to all design issues 5. Use appropriate research techniques to identify and source references to clarify aspects of specific make-up design projects 6. Organise and maintain currency of research materials, documentation and findings for use by relevant personnel 7. Critically analyse sources and references in the context of specific special make-up effects design projects 8. Use research findings to develop initial design concepts
Develop and document special make-up effects designs	9. Maximise input into the design process by evaluating initial design concepts in consultation with relevant personnel 10. Evaluate initial concepts and select the most appropriate ideas, taking into account production constraints 11. Hold ongoing discussions with relevant personnel to ensure additional or changed production requirements are incorporated into special make-up effects designs 12. Incorporate feedback from colleagues into final designs and ensure agreement is reached on a consistent interpretation of character and style 13. Prepare in an appropriate format and distribute copies to relevant personnel as required 14. Continuously reflect on and appraise creative ideas and solutions in the context of production constraints
Prepare, apply and maintain special make-up effects	15. Ensure make-up products and equipment are available according to production schedules 16. Inform performers fully of the special make-up effects application process and respond appropriately to their questions 17. Dress performers with required protective covering to protect hair and clothes and ensure they are protected from hazards 18. Test special make-up effects to be applied to performer's skin and scalp for adverse reactions 19. Apply special make-up effects according to make-up plan and health and hygiene requirements 20. Apply prosthetics using the appropriate materials,

ELEMENT	PERFORMANCE CRITERIA
	<i>equipment and techniques</i> 21. Check that final effects meet production requirements 22. Make required <i>adjustments</i> quickly and accurately at appropriate times during <i>productions</i>
Remove special make-up effects	23. If appropriate, brief or instruct performers on how to remove special make-up effects 24. Remove special make-up effects using appropriate products 25. Remove prosthetics carefully to minimise performers' discomfort 26. Ensure that performers' comfort is maintained during special make-up effects removal and that they are protected from hazards 27. Seek medical advice promptly in cases of skin irritation or other problems 28. Clean <i>make-up equipment</i> and ensure work area is left in the original or improved condition 29. Complete workplace documentation as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- self-management skills sufficient to:
 - work under pressure
 - respond to instructions on required adjustments to special make-up effects
 - follow manufacturer specifications and enterprise policies and procedures
- planning and organising skills sufficient to:
 - use time effectively
 - control product waste
 - meet deadlines
 - select and acquire make-up products and equipment to meet production requirements
 - systematically organise research materials
- communication, literacy and teamwork skills sufficient to:
 - consult with senior creative personnel regarding the design of special make-up

REQUIRED SKILLS AND KNOWLEDGE

- effects
 - negotiate solutions to conflicts that arise in relation to the provision of special make-up effects services
 - converse casually with performers and provide reassurance during the application of special make-up effects
 - discuss with performers their preferences and sensitivities regarding skin care
 - relate to people from diverse backgrounds and people with diverse abilities
 - consult with production personnel about make-up issues to ensure creative and technical production requirements are met
 - inform performers of the procedures for applying, touching up and removing special make-up effects
 - interpret and maintain a range of workplace documentation
 - prepare and update special make-up effects plans
- initiative, enterprise and creativity in the context of:
 - creating and refining special make-up effects designs
 - thinking laterally when developing concepts
 - undertaking background research to inform the design process
 - maintaining design integrity
 - devising the most effective way of using special make-up effects to enhance characterisation
- problem solving skills in the context of recognising and responding appropriately to general and local contra-indications and contra-action, including those that indicate referral to an appropriate professional
- technical skills sufficient to:
 - use computer software to create designs and special make-up effects plans
 - create 3D digital images
 - use the internet for research
 - access and use databases to record research findings
- numeracy skills sufficient to:
 - budget in relation to design concepts and make-up requirements
 - estimate the number of make-up personnel required
 - estimate the quantity and cost of products required
 - estimate the time required to apply make-up

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel in productions in the relevant industry sector
 - issues and challenges that arise in the context of providing special make-up effects services

REQUIRED SKILLS AND KNOWLEDGE

- well-developed understanding of the interrelationship between face and body shapes and the elements and principles of make-up application
- basic understanding of anatomy and physiology of the skin and skin structures as they relate to make-up services, including a simplified cross-section of skin
- techniques for applying make-up to prosthetic pieces
- basic understanding of body systems and how they relate to face and body shapes and skin, muscles and nerves:
 - skeletal and muscular
 - nervous system and its relationship to skin function
- well-developed understanding of the following in regard to special make-up effects:
 - effects of natural/artificial lighting on make-up
 - colour design principles
 - colour wheel, primary, secondary, complementary colours, grey scale
 - tonal value
 - differences between tone, value, hue and shade
 - airbrushing techniques
- knowledge of cosmetic chemistry/ingredients in relevant make-up products particularly in regard to their likely effects on the skin
- techniques for applying and removing special make-up effects, including prosthetic pieces
- awareness of the effect of changes created by specific make-up products and colour application techniques
- awareness of the effect of changes created by lighting and how make-up colours appear on screen
- knowledge of on-camera requirements of design specifications
- techniques for determining the physical appearance of:
 - various skin types
 - normal skin
 - abnormal skin
 - minor skin blemishes
- understanding of colour physics and its role in make-up application
- OHS requirements as they apply to applying make-up and taking action in the event a adverse skin reactions

Evidence Guide

EVIDENCE GUIDE

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 following is essential:

- documented special make-up effects designs that demonstrate an ability to:
 - use special make-up effects to develop or enhance characterisation
 - select appropriate products and application techniques
 - incorporate colour design principles into make-up designs
 - take production environment into account when designing special make-up effects
 - meet production requirements
- consistent application of local health and hygiene requirements/regulations in relation to special make-up effects services
- consistent application of OHS practices in regard to the provision of make-up services
- ability to apply special make-up effects, including the use of prosthetics
- collaborative approach to work
- ability to communicate effectively with performers/talent in relation to make-up application.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through a range of special make-up effects design and application tasks for at least two productions
- access to a range of make-up products and equipment as listed in the range statement
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples

EVIDENCE GUIDE

	are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of special make-up effects plans prepared by the candidate to determine whether production requirements have been met and correct procedures and make-up products have been identified • observation of the candidate applying special make-up effects in a production context • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit and to evaluate the processes used in developing and realising creative concepts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFMUP501A Design and apply specialised make-up • CUFMUP503A Create prosthetics for special make-up effects.

Range Statement**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.

Production documentation may include:

- budgets
- call sheets
- copyright of body paint designs
- costume break-down lists
- costume designs
- costume plots
- make-up plans
- manufacturer guidelines

RANGE STATEMENT	
	• product labels • production schedules • research documents • running sheets • scripts • stock orders • synopsis break-down of characters • time sheets • workplace procedures manual or documentation.
Production requirements may include:	• camera angles/shots, e.g.: • extreme close-up • close-up • mid shot • long shot • wide shot • high-angle • eye-level shot • low-angle • health and hygiene requirements • lighting effects • production schedule • specifications from designers and directors • venue requirements • other technical considerations.
Factors may include:	• any medical condition that could preclude a performer having a cast taken • available personnel • budget • deadlines/timeline • dramatic characters, e.g.: • number • type • changes • locations, e.g.: • studio • interior • exterior • outside broadcast

RANGE STATEMENT	
	• day • night • sound stage • materials, e.g.: • type • availability • quantity • production values/style • public profile of performers • technical considerations • time span • weather.
<i>Special make-up effects</i> may include:	• ageing • animatronics • blood • body or facial features • burns • cuts • digital applications • fluids and solids • perspiration • scars • skin disorders • tears • wounds.
<i>Special requirements</i> may include:	• contagious skin disorders, e.g. infections: • bacterial • viral • fungal • duration of make-up application • duration of performance • contra-indications/precautions, e.g.: • sunburn • trauma • bruises • cosmetic and general surgery • other visible non-normal skin • non-contagious skin disorders, e.g.: • acne

RANGE STATEMENT	
	• dermatitis • eczema • allergies • performers' histories • skin type/condition, e.g.: • normal • dry • combination • sensitive • mature • pigmented • colour and tone • removal of body or facial hair • wearing of contact lenses.
<i>Prosthetic requirements</i> may include:	• body parts • camera angles/shots • context, e.g.: • single appearance • location • dramatic considerations • lighting • full bodies • full face • full head • location, e.g.: • interior • exterior • studio • small prosthetic pieces, e.g.: • face parts • bald caps.
<i>Research techniques</i> may include:	• contact with historical associations • reading newspapers, books and other references • talking and listening to experts • use of the internet • watching documentary films and videos.
<i>Organisation</i> may include the use	• computer databases

RANGE STATEMENT	
of:	• library • manual files.
Relevant personnel may include:	• continuity personnel • costume designer and wardrobe personnel • designer • director • director of photography • floor manager • hairdresser • lighting designer and lighting personnel • make-up supervisor/other make-up personnel • performers • producer • production manager • special make-up effects design and maker • technical director • other technical/specialist staff.
Production constraints may include:	• budget • discussions • production schedule • reflection on the design brief • research findings.
Formats may include:	• collage • coloured design illustrations • digital presentations • models • photographs • sketches.
Make-up products may include:	• blush • cleanser • concealer • eyeshadow (matte/frosted) • fixative • foundation (liquid/solid) • glue/gum • latex • lipsticks/lip gloss • make-up grade • mascara (powder, liquid, wand or block) • moisturiser

RANGE STATEMENT	
	• pencil • powder • pre-make-up products and stabilisers • protective gel and cream • sunscreen • toner.
<i>Make-up plans</i> may include:	• areas requiring correction/camouflage • colour design • continuity issues • details of special make-up effects • details of specialist services • face shape • highlighting/shading techniques • known allergies • make-up products, equipment and materials • product application procedures • prosthetic requirements • testing arrangements.
<i>Health and hygiene requirements</i> may include:	• commonwealth, state and territory OHS regulations • regulations relating to cosmetics, e.g.: • sterilisation and sanitation procedures • storage and handling of hazardous substances • protective clothing and substances in the workplace.
<i>Materials, equipment and techniques</i> may include the use of:	• equipment, e.g.: • moulds • make-up applicators • materials, e.g.: • foam latex • rubber • plaster • gums and glue • cleaning agents • sealers and release agents • techniques, e.g.: • merging prosthetics into performer's body, skin or hair

RANGE STATEMENT	
	• applying skin-compatible adhesives in positions that permit the required mobility and security of prosthetics • shading • padding.
Adjustments may be required due to:	• adverse skin and scalp reactions • different shooting conditions • prosthetic pieces moving out of correct position.
Productions may include:	• commercials • documentaries • feature films • filmed events or performances • live or pre-recorded television productions • live performances • music video • short films • television productions • theatrical productions.
Make-up equipment may include:	• airbrushes • artificial lashes • bald caps • containers • cotton buds • eye make-up remover pads • hairclips and bands • lash curlers • latex • magnifying mirror • make-up box • moist towelettes • pallets or tiles • pencil sharpener • powder puffs • protective bibs and smocks • spatulas • sponges, brushes, applicators • supply of water • tissues • towels

RANGE STATEMENT

	• trays • tweezers.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - make-up

Co-requisite units

Co-requisite units		

CUFPOS402A Manage media assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage media assets for screen and media productions and projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The skills and knowledge outlined in this unit are typically applied by a person working in a large enterprise on projects or productions that require a wide range of media assets. They work directly with asset creators (audio, video, graphics) to ensure that the asset management system accommodates their needs. Though reporting to a producer or manager, a person in this role works with a fair degree of autonomy. They are responsible for setting up the conventions for file naming, sourcing, sorting and storing formal documents and media assets, and recording project or production details. They also set up systems to manage these assets effectively. The systems may need to be built by other personnel within the enterprise or production.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Establish systematic procedures for managing content and outputs	1. Confirm media asset management requirements with <i>relevant personnel</i> 2. Set up file naming system for <i>projects</i> based on standard conventions and protocols 3. Source and review storage repository and back-up systems appropriate for the task 4. Set up processes to record <i>information</i> required for tracking <i>formal documents</i> and <i>media assets</i> 5. Establish conventions for recording progress and locations of media assets 6. Develop strategy for tracking and recording media assets 7. Brief team members on the media asset management system, including the process for alerting relevant personnel to problems encountered as the system is

ELEMENT	PERFORMANCE CRITERIA
	implemented
Record information about documents and media assets	8. Document sources of media assets according to established procedures 9. Document progress and details of a range of outputs 10. Maintain records of technical information on work in progress 11. Maintain copyright and permissions information 12. Track media assets and record information according to established system 13. Maintain version control and identify status of interim products, prototypes and other relevant media assets 14. Respond to and resolve problems encountered as the system is implemented
Plan for project completion and storage	15. Confirm schedule for final sign-off with relevant personnel 16. Determine requirements for archiving 17. Confirm procedures for finalisation of projects
Finalise project	18. File and index formal documents according to agreed project or enterprise procedures 19. File and index scripts according to agreed project or enterprise procedures 20. Archive media assets in established system repository system according to industry practice 21. Ensure appropriate access by relevant personnel to formal documents and media assets developed by projects 22. Review the effectiveness of the media asset management system and note areas for future improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret project briefs

REQUIRED SKILLS AND KNOWLEDGE

- prepare and maintain media asset management documentation
- provide verbal and written briefings to team members
- work collaboratively as a member of a production team
- provide advice and support to team members
- technical skills sufficient to track, maintain, record and archive information using accepted industry protocols
- initiative and flexibility in the context of anticipating and resolving problems with a media asset management system
- self-management and planning skills sufficient to:
 - set up and administer a file naming system
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance as required

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members in the relevant industry sector
 - sound understanding of the relationship between the technical and creative aspects and requirements of screen and media projects
 - issues and challenges that arise in the context of implementing media asset management systems
 - copyright and permissions
 - file and resource repository systems
 - industry or enterprise standard naming conventions
- OHS requirements as they relate to working on computers for periods of time

Evidence Guide**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 following is essential:

- proficient use of information tracking and repository

EVIDENCE GUIDE	
	systems • accurate record keeping, updating and tracking • attention to detail • ability to work effectively as a member of a production team.
Context of and specific resources for assessment	Assessment must ensure: • access to industry-standard technology and repository systems that permit file and resource management • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of at least two media asset management systems set up and managed by the candidate • written or verbal questioning to test knowledge of the processes followed to manage media assets and the respective roles and responsibilities of team members.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG301A Prepare video assets • CUFDIG303A Produce and prepare photo images • CUFSOU301A Prepare audio assets.

Range Statement

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

RANGE STATEMENT	
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:	• artists • author • designers • media asset creators • producer • programmer • project manager • supervisor • other specialist creative and administrative staff.
Projects may include or be included in:	• aspects or sections of film/video production: • feature • documentary • short film and/or video • animations • commercials • live or pre-recorded performances • music video • television production, e.g. music, drama, comedy, variety, sport • live or pre-recorded television productions • e-commerce • educational product • game • information product • promotional product • training product • website.
Information about assets may include:	• asset details • copyright • date of transfer • default technical settings • reusability • transfer details • versions • other metadata as required.

RANGE STATEMENT	
Formal documents may include:	• agreed terms and conditions • assets rights clearances • confidentiality agreements • contracts with subcontractors • copyright permissions • final proposal • intermediate and final sign-offs • software licences • technical information.
Media assets may include:	• 3D models • animations (2D, 3D) • audio • code and scripts • graphics • photographs • text documents (PDF, MSWord, PowerPoint) • videos • other assets as required by the project.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - post-production

Co-requisite units

Co-requisite units		

CUFPPM408A Compile production schedules

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to compile schedules for productions or events in the screen, media and entertainment industries. The task of compiling production schedules is a significant aspect of pre-production planning in the screen, media and entertainment industry sectors. Even though people in this role operate with a high degree of autonomy, they are members of a production team and need to work collaboratively with colleagues. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior production personnel, such as production or event managers and coordinators, apply the skills and knowledge described in this unit. Depending on the size of the production, this person may also be responsible for developing the resource schedule on which the production schedule is based. More complex skills associated with managing pre-production activities are covered in: CUFPPM601A Plan and manage film and media pre-production.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Confirm resources required	1. Analyse and interpret resource schedules to confirm <i>resources</i> required for each <i>stage</i> in the production process 2. Consult with all departments involved in the production to clarify and confirm their requirements 3. Confirm accuracy and feasibility of resource schedules against overall production requirements

ELEMENT	PERFORMANCE CRITERIA
	4. Conduct discussion with colleagues in a manner that promotes positive working relationships 5. Identify non-resource issues that may affect production schedules and collate and compile relevant information
Compile production schedules	6. Create appropriate production timeline, ensuring that schedule identifies clearly and accurately major responsibilities, stages, tasks and target dates required to deliver productions within budget and to deadline 7. Ensure that schedules clearly and realistically allocate the resources required 8. Identify and accommodate issues that could affect the timing and sequence of tasks within schedules 9. Allocate time to each stage of the production that is realistic and sufficient to enable objectives to be met 10. Ensure that time allocated enables efficient use of resources 11. Identify factors that may cause production delays and develop contingency plans to accommodate possible delays
Finalise production schedules	12. Ensure schedules are accurate, comprehensive and presented clearly 13. Distribute schedules promptly to relevant personnel and allow adequate opportunities for them to ask questions and seek clarification 14. Resolve difficulties and ambiguities in the understanding or implementation of schedules as required 15. Revise schedules as required and communicate changes promptly to relevant personnel 16. Develop and maintain an appropriate, clear and easily accessible recording system for all information relating to production schedules

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- effective communication, literacy and teamwork skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- interpret resource schedules
- interact with people with diverse interests and needs and from diverse cultural backgrounds
- negotiate with a wide range of production personnel and external suppliers and service providers
- generate and distribute accurate production schedules
- well-developed planning and organisational skills sufficient to prepare production schedules that take all resource factors into account
- self-management skills sufficient to work under pressure and meet deadlines
- initiative and flexibility sufficient to identify and accommodate factors that may have an adverse impact on production schedules
- technical skills sufficient to use scheduling software efficiently
- numeracy skills sufficient to interpret budgets and cost estimates

Required knowledge

- well-developed understanding of:
 - administrative procedures associated with compiling production schedules
 - commonly used techniques for creating production schedules
 - different ways of presenting production schedules
 - formats and features of resource schedules and associated production documentation
- industry knowledge, including:
 - roles and responsibilities of personnel in the screen, media and entertainment production industries
 - sound understanding of artistic and technical elements of productions or events, sufficient to be able to schedule all aspects appropriately
 - provisions of relevant industrial awards as they apply to the scheduling of production personnel
 - sources of products, supplies and equipment
 - impact of technology on production and post-production operations
 - issues and challenges that arise when compiling production schedules
- duty of care to colleagues and general public
- OHS legislation and regulations as they apply to scheduling of production personnel

Evidence Guide

EVIDENCE GUIDE

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 following is essential: • effective use of scheduling tools and techniques to create accurate and practical production schedules that take account of relevant issues • effective communication, negotiation and problem solving skills • collaborative approach to work.
Context of and specific resources for assessment	Assessment must ensure: • development of more than one production schedule for an actual production, to ensure that skills can be adapted to different circumstances • development of production schedules within commercially-realistic time constraints • involvement of and interaction with others to reflect the collaborative nature of the scheduling process • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of production schedules compiled by the candidate, including discussion with candidate about the process followed to produce schedules • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

EVIDENCE GUIDE

	• BSBCRT402A Collaborate in a creative process • CUETEM01C Coordinate production operations • CUETEM03C Establish and manage production requirements and resources • CUFPPM403A Coordinate film and media production services and resources.

Range Statement**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.

<i>Resources</i> may include:	• equipment • facilities • human resources, e.g. cast and crew • materials.
<i>Stages</i> in the production process may include:	• performance or event delivery • post-production • pre-production • production.
<i>Productions</i> may include:	• animated productions • commercials • documentaries • feature films • interactive media productions • live events • music videos • short films • television productions of any type • theatre productions.
<i>Issues</i> may include:	• access to rehearsal facilities • access to venues and locations • availability of performers and contributors • availability of technical crew

RANGE STATEMENT	
	• climate and weather • continuity • contract agreement and compliance • daylight hours • legal requirements • logistics • religious and cultural holidays.
Factors may include:	• community and local action against factors within productions • equipment failure • illness • industrial action • weather.
Relevant personnel may include:	• art department personnel • choreographers • designers • directors • performers and presenters • producers • safety personnel • script supervisors • scriptwriters • stage managers • technical crew, including: • sound • lighting • camera • audiovisual • staging • special effects • venue management.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

CUFPRP201A Repair, maintain and alter props

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare props for use in a range of productions. People in this position are responsible for the care, maintenance and storage of props for productions in the film, television, entertainment and interactive media industries. They need to be proficient in the use of a range of hand and power tools. In some circumstances, they may be required to demonstrate functions of props to actors and presenters during productions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props assistants and set dressers apply the skills and knowledge described in this unit. People in this position are generally supervised by a props manager or supervisor and are members of a team that includes set dressers, set designers and continuity personnel.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Check condition of props	1. Liaise with relevant <i>production personnel</i> to confirm <i>production requirements</i> 2. Check <i>props</i> required for <i>production</i> to identify <i>faults</i> that need to be repaired or alterations that need to be made 3. Demonstrate features of props to cast and crew members as required 4. Ensure all props are capable of functioning throughout production 5. Ensure props are labelled, coded and stored safely in an

ELEMENT	PERFORMANCE CRITERIA
	appropriate order to meet production requirements 6. Ensure consumable or hazardous props are handled correctly and according to relevant OHS regulations
Make alterations to props	7. Liaise with relevant production personnel to confirm required alterations 8. Clean props, ensuring delicate or problem materials are serviced with care 9. Undertake reconditioning of props as required 10. Complete minor repairs to props as appropriate and store to enable ease of retrieval 11. Use appropriate techniques to make alterations to props as required 12. Ensure sufficient supplies of materials are available to cover needs during production
Maintain props during productions	13. Maintain all props in storage as required ensuring they are ready to meet production requirements 14. Check state of props continuously during production and carry out modifications and running repairs promptly as required 15. Ensure repaired props are replaced correctly taking into account continuity requirements of production 16. Ensure props are returned in good condition to correct sources at conclusion of production 17. Complete documentation in accordance with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - liaise with relevant production personnel, e.g. set designers and continuity personnel
 - understand and carry out instructions and creative directions as required
 - explain the features of prop items to others
 - complete routine workplace documentation

REQUIRED SKILLS AND KNOWLEDGE

- work effectively as a team member
- communicate effectively on the telephone
- literacy and numeracy skills sufficient to:
 - interpret design documentation and scale drawings
 - interpret measurements accurately
 - account for minor expenditures, e.g. petty cash
- technical skills sufficient to:
 - use a range of hand and power tools and equipment to alter and maintain props
 - use and apply a range of materials, e.g. plaster, adhesives and mouldings
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - work under pressure and meet deadlines
 - seek expert assistance when problems arise
 - label and store props in an orderly manner
 - maintain a clean and safe work area

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel involved in designing and realising productions
 - understanding the artistic and technical elements of productions
- characteristics of different types of props
- prop design and construction processes
- familiarity with storage and identification processes and systems
- methods for the safe handling of hazardous materials
- OHS standards as they apply to maintaining and altering props

Evidence Guide**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**

Evidence of the following is essential:

- ability to:

EVIDENCE GUIDE	
competency in this unit	• organise and store props in line with production requirements • demonstrate attention to detail when repairing, maintaining and altering a range of props • follow directions and instructions • handle hazardous materials and equipment in a safe manner • collaborative approach to work.
Context of and specific resources for assessment	Assessment must ensure: • completion of props maintenance tasks within typical workplace time constraints • access to the tools required to complete repair and maintenance tasks • access to a range of props used in productions • access to productions requiring a range of props • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • direct observation of the candidate repairing, maintaining or altering props • inspection of props repaired, maintained or altered by the candidate • review of props maintenance reports prepared by the candidate • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUEPRP03B Apply a general knowledge of props construction.

Range Statement

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.

Production personnel may include:

- art director
- continuity
- director
- director of photography
- floor manager
- head of department
- producer
- production designer
- production manager
- props department personnel
- props designer
- props production staff
- props supervisor and manager
- set dresser
- technical director
- other technical/specialist staff.

Production requirements may include:

- day and night
- deadlines
- hazardous situations
- in a studio
- on location - exterior
- on location - interior
- outside broadcast.

Props may include:

- cable controlled props
- consumables, such as:
 - food
 - beverages
 - blood and gore
- costume props, such as:
 - armour

RANGE STATEMENT	
	• weapons • jewellery • electrically controlled props • equipment • furniture • hand props • mechanised props • pneumatically controlled props • pre-production prototypes • vehicles.
<i>Productions</i> may include:	• animations • commercials • documentaries • feature films • filmed events • interactive media productions • live or pre-recorded productions of any type: • music • drama • comedy • variety • sport • news and current affairs • game shows • forums or special events • live theatre or events • music videos • short films .
<i>Faults</i> may include:	• breakages • chips • dirt • marks • mechanical dysfunction • rips • stains • weathering.
<i>OHS regulations</i> may include:	• commonwealth, state and territory OHS regulations • relevant local government construction rules

RANGE STATEMENT	
	and regulations • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia.
Techniques may include:	• gluing • metalwork, e.g.: • cutting • welding • brazing • moulding materials • painting materials • sculpting and other shaping methods • woodworking.
Materials may include:	• adhesives • fabrics • fasteners • fibre glass • gaffer tape • leather • metal products, e.g.: • bars • sheets • tubes • nails and screws • paints • paper products • plaster • plaster board • plastics • polystyrene • putties of various types • spare parts • thermoplastic • timber • timber products, e.g.: • plywood • particle board • craftwood • tools.

RANGE STATEMENT	
<i>Storage</i> may include:	• containers • offices • on location • refrigeration • shelving • temporary buildings • warehouses.
<i>Sources</i> may include:	• hire companies • in-house props department • museums • opportunity shops • private individuals • retail stores • theatre companies.
<i>Documentation</i> may include:	• colour charts • computer generated • confirmation of receipt and dispatch notes • descriptive props checklists • fault reports • manually written • manufacture schedules • manufacturer specifications and instructions • measurement charts • memos of instruction • paint colour formulas • petty cash dockets • production schedules • props breakdown lists • props design • props maintenance reports • props schedules and plans • running sheets • sketches • stock orders • stock reports • technical drawings.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

CUFPRP301A Assemble and maintain props

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assemble and maintain props for productions in the film, television, media and entertainment industry sectors. Key duties include acquisition, assembly and maintenance of required props. In addition, props personnel assist in dressing sets and are responsible for maintaining continuity of props during productions. As a rule, props personnel require good organisational skills, a capacity to adapt to unexpected situations and an ability to carry out repairs and maintenance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Props personnel apply the skills and knowledge outlined in this unit. Personnel may include props makers, props storepersons and props dressers. The props department may be supervised by a props manager and the props team works closely with set designers, directors and continuity personnel before and during productions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Prepare props for productions	1. Liaise with relevant <i>production personnel</i> to confirm <i>production requirements</i> 2. Review and analyse all <i>documentation</i> relevant to <i>productions</i> to ensure prop requirements are fully met 3. Confirm availability of secure <i>storage facility</i> for <i>props</i> on <i>location</i> and arrange for safe transport to destination 4. Ensure props are labelled and stored correctly to facilitate production requirements, including provision and care of consumables where applicable 5. Document condition of props from all <i>sources</i> to ensure

ELEMENT	PERFORMANCE CRITERIA
	they meet required quality standards for production 6. Ensure production personnel are briefed thoroughly on use, functions and placement of props, including requirements for complying with OHS regulations
Dress sets	7. Assist relevant production personnel to dress sets according to production requirements ensuring safe handling of props 8. Record accurately placement of props on set and ensure duplicates are available where applicable 9. Complete and check the set dressing in time to meet production calls 10. Confirm required variations to initial production plans with relevant production personnel 11. Identify and sequence set strike and re-dress tasks according to production requirements and deadlines 12. Observe on-set etiquette and protocols at all times
Maintain continuity during productions	13. Ensure changes to continuity are updated on an ongoing basis and are accurately recorded on script breakdown 14. Make arrangements for replacement of props with specific characteristics to maintain continuity during productions, including reliability of supplies 15. Dress sets on an ongoing basis throughout productions to replicate or adjust from previous takes or scenes as directed 16. Refer at all times to continuity documentation during productions and carry out dressing duties as required
Maintain condition of props	17. Use appropriate materials and techniques to complete minor repairs or alterations as required or refer to relevant production personnel according to individual level of responsibility 18. Assess whether damaged props can continue to be used in production and arrange for replacements where necessary after referral to relevant production personnel 19. Ensure consumable props are handled and stored according to OHS regulations and enterprise procedures 20. Ensure props no longer required during production are stored securely and safely or returned to original sources in good condition 21. Finalise required documentation in accordance with enterprise procedures and protocols

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - liaise with relevant production personnel, e.g. set designers and continuity personnel
 - understand and carry out instructions and creative directions as required
 - explain the features of prop items to others
 - prepare relevant documentation and production information
 - work effectively as a team member
 - communicate effectively on the telephone and using two-way communication devices
- literacy and numeracy skills sufficient to:
 - interpret design documentation, scale drawings and set construction specifications and instructions
 - interpret measurements accurately
- initiative and enterprise in the context of being flexible and dealing with the unexpected during productions
- technical skills sufficient to:
 - use a range of hand and power tools and equipment to dress sets
 - use and apply a range of materials, e.g. plaster, adhesives and mouldings
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - work under pressure and meet deadlines
 - make decisions within level of own responsibility
 - seek expert assistance when problems arise
 - dress sets with props accurately and maintain continuity during productions
 - store props in an orderly manner
 - maintain a clean and safe work area

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel involved in designing and realising productions
 - understanding the artistic and technical elements of productions
 - terminology associated with production scheduling
 - set etiquette and protocols
- characteristics of different types of props

REQUIRED SKILLS AND KNOWLEDGE

- prop design and construction processes
- familiarity with storage and identification processes and systems
- methods for the safe handling of hazardous materials
- OHS standards as they apply to dressing and maintaining the continuity of sets

Evidence Guide**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 following is essential:

- ability to:
 - assemble props required for productions
 - maintain props continuity during productions
 - handle hazardous materials and equipment in a safe manner
- collaborative approach to work
- effective verbal and written communication skills.

Context of and specific resources for assessment

Assessment must ensure:

- completion of props assembly tasks within typical workplace time constraints
- access to a range of props used in productions
- access to productions requiring a range of props
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 and third-party workplace reports of on-the-job performance

EVIDENCE GUIDE	
	• direct observation of the candidate assembling props for productions • inspection of props assembled by the candidate to determine whether production requirements have been met and proper procedures followed • review of props continuity documentation prepared by the candidate • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFPRP201A Repair, maintain and alter props.

Range Statement

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.	
<i>Production personnel</i> may include:	• armourer • art director • costume designer • designer • director • director of photography • floor manager • head of department • performer • producer • production designer • production manager • props department personnel • props maker

RANGE STATEMENT	
	• props manager • props storeman • set designer • stand-by props personnel • technical director • wardrobe department personnel • wardrobe supervisor and manager • other technical/specialist staff.
Production requirements may include:	• day and night • deadlines • hazardous situations • interior and exterior • multiple locations • operational cooking facilities, e.g. gas stove • special effects, e.g. rain or war zone • special vehicles.
Documentation may be:	• call sheets • colour charts • computer generated • confirmation of receipt and dispatch notes • continuity reports and checklists • descriptive props checklists • fault reports • hire agreements • manually written • manufacture schedules • manufacturer specifications and instructions • measurement charts • memos of instruction • paint colour formulas • production schedules • props breakdown lists • props design • props schedules and plans • running sheets • sketches • stock orders • stock reports • technical drawings.

RANGE STATEMENT	
<i>Productions</i> may include:	• animations • commercials • documentaries • feature films • interactive media • live or pre-recorded television productions • live theatre and events • music video • short films • television productions of any type.
<i>Storage facility</i> may include:	• car boot • caravan • lock-up facility • office • on-site shed • safe • secure strong box • warehouse.
<i>Props</i> may include:	• cable controlled props • consumables, such as: • food and beverages • blood and gore • fireworks • pyrotechnics • cigarettes • candles • costume props, such as: • armour • weapons • jewellery • electrically controlled equipment • furniture • hand props • mechanised props • pneumatically controlled props • pre-production prototypes • special effects props • vehicles.

RANGE STATEMENT	
Locations may include:	• in a studio • on location - exterior • on location - interior • outside broadcast • sound stage • theatre or entertainment venue.
Sources may include:	• corporate sponsors • hirers • individuals • museums • retail suppliers • ships chandlers • theatres.
OHS regulations may include:	• Australian Recommended Safety Code for Film and Television • commonwealth, state and territory OHS regulations • relevant local government construction rules and regulations • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia.
Set dressing may include:	• hanging pictures • photographs • placement of props • provision of working props, e.g. stoves and sinks • pyrotechnics • replacement of consumable props.
Characteristics may include:	• props with changing properties, such as: • cigarettes • food • drinks • letter writing paper • inkwells • special effects props.
Continuity documentation may include:	• labels • photographs • polaroids.

RANGE STATEMENT**Materials** may include:

- adhesives
- fabrics
- fasteners
- fibre glass
- gaffer tape
- leather
- metal products, e.g.:
 - bars
 - sheets
 - tubes
- nails and screws
- paints
- paper products
- plaster
- plaster board
- plastics
- polystyrene
- putties of various types
- spare parts
- thermoplastic
- timber
- timber products, e.g.:
 - plywood
 - particle board
 - craftwood
- tools.

Techniques may include:

- moulding materials
- painting materials
- sculpting and other shaping methods
- gluing
- metalwork, e.g.:
 - cutting
 - welding
 - brazing
- woodworking.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - props

Co-requisite units

Co-requisite units		

CUFRES201A Collect and organise content for broadcast or publication

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to compile routine information for broadcast or publication. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Personnel responsible for assisting with the preparation of routine content for media programs, interactive media products, websites and print publications typically apply the skills and knowledge outlined in this unit. This work is usually undertaken under close supervision and guidance. More complex skills associated with undertaking research are covered in: • CUFRES401A Conduct research.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Locate information	1. Confirm <i>information requirements</i> with <i>relevant personnel</i> 2. Access <i>information sources</i> relevant to <i>production</i> requirements 3. Check credibility and reliability of information sources 4. Refer material that could result in a breach of <i>laws and regulations</i> to relevant personnel 5. Obtain information in a culturally appropriate way
Organise information	6. From the information gathered, select items that meet production requirements 7. Highlight key sections of written information to assist with the writing of scripts, narration or copy 8. Write brief notes about information that has been gathered verbally 9. Submit information to relevant personnel within the

ELEMENT	PERFORMANCE CRITERIA
	agreed timeframe and according to organisational procedures
Maintain information sources	10. Maintain and continually update a database of information sources and contacts 11. File information so that it can be retrieved easily in the future 12. Continually monitor information sources to maintain currency of information in line with production requirements 13. Share updated knowledge with colleagues and incorporate into day-to-day work activities 14. Use feedback from colleagues to improve future information collection processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ability to work cooperatively as a team member
- communication skills sufficient to clarify information requirements
- organising skills sufficient to:
 - collect and review information on a given topic
 - maintain filing and information retrieval systems
- literacy skills sufficient to:
 - interpret written background information
 - write notes on information gathered verbally
- self-management skills sufficient to meet deadlines
- computer skills sufficient to search efficiently for information on the internet and use database and word processing applications

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members
 - issues and challenges that arise when collecting and organising content for broadcast publication
- protocols to be observed when gathering information of a culturally sensitive

REQUIRED SKILLS AND KNOWLEDGE

nature

- basic understanding of common law and broadcasting codes of practice sufficient to identify and seek expert advice on issues that could lead to legal action
- OHS standards as they relate to working for periods of time on computers

Evidence Guide**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 following is essential:

- ability to gather information on a range of topics from reliable sources within given timeframes
- efficient system for storing and retrieving information and information sources
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- access to production/publication situations that require the preparation of content
- access to information sources relevant to the production/publication situations
- access to current information about, and persons able to advise on, laws and regulations that apply to broadcasting
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 and third-party workplace reports of on-the-job performance

EVIDENCE GUIDE	
	• evaluation of content organised by the candidate in response to specific instructions or directions • inspection of information filing systems maintained by the candidate • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFPPM301A Plan and prepare programs.

Range Statement

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.	
<i>Information requirements</i> may include background information on:	• current events • interviewees • music • any topic to be covered in a broadcast or publication.
<i>Relevant personnel</i> may include:	• broadcasters • clients • community representatives • directors • editorial staff • legal advisers • performers • producers • production managers • program managers • reporters • sales representatives

RANGE STATEMENT	
	• specialist staff • station managers • supervisors • volunteers' coordinators • writers.
Information sources may include:	• broadcast news and current affairs • colleagues • community organisations • government departments • industry professional associations • industry, including manufacturers • internet • literature • people involved in events • personal observations and experience • print media • reference material in libraries, museums and galleries.
Productions may include:	• broadcast news and current affairs • interactive media products • live events and performances • music programs • print publications • special interest and variety programs • talkback programs • websites.
Laws and regulations may include:	• broadcasting codes of practice • contempt of court • copyright • defamation • obscenity • privacy legislation • racial vilification.
Databases may include:	• electronic, on a network • electronic, on own computer • manual, e.g. on index cards.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge management - research

Co-requisite units

Co-requisite units		

CUFRES401A Conduct research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct research in response to a brief. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People responsible for undertaking research in any industry context apply the skills and knowledge described in this unit. They may be full-time research officers or those for whom research forms part of their job. Alternatively, they may provide research services on a contract basis. Research briefs can cover any topic and research may be undertaken over short or long periods, depending on the complexity of the brief. Even though people at this level work with a fair degree of autonomy, they report to a manager or client. Skills associated with writing reports are covered in: • BSBWRT401A Write complex documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Clarify research brief	1. Confirm topic or content to be researched with <i>relevant personnel</i>, including deadlines for completion 2. Identify <i>research and data gathering techniques</i> that best meet the requirements of the brief 3. Discuss research ideas fully and constructively with relevant personnel and identify any implications for research briefs 4. Reach agreement with relevant personnel on the <i>format for presenting research findings</i> 5. Identify issues of a culturally sensitive or <i>legal nature</i> that affect research briefs 6. Alert relevant personnel to potential difficulties in meeting briefs and agree on alternative strategies or

ELEMENT	PERFORMANCE CRITERIA
	outcomes 7. Where specialist research expertise is required, identify potential subcontractors and organise subcontract arrangements in consultation with relevant personnel
Conduct research	8. Identify <i>sources of information</i> and potential contributors relevant to research briefs 9. Design <i>research tools</i> as required 10. Contact a sufficiently wide range of valid sources to optimise information gathering in line with research briefs and agreed methodology 11. Approach relevant sources promptly and in a way most likely to elicit the required information 12. Adjust research strategies as required, without compromising required outcomes 13. Maintain accurate and comprehensive details of information sources 14. Adjust contact information when requirements of research briefs change and keep records up to date 15. Record all data gathered in a <i>system</i> that allows easy access and retrieval of information in the analysis phase
Analyse research findings	16. Analyse and interpret data or information gathered 17. Check all facts before including them in research findings 18. Make judgements about how much information to include in research findings and be clear on the rationale for doing so 19. Develop conclusions and recommendations as required in consultation with relevant personnel
Present research findings	20. Organise information logically and clearly in the agreed format 21. Present information to relevant personnel by agreed deadlines 22. Identify key issues for further research or discussion with relevant personnel 23. Seek feedback on the quality of research outcomes and note areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - present information and research findings in a way that is easily understood by others
 - use industry and community networks as sources of information
 - negotiate changes to research briefs
 - participate in and act on feedback sessions with colleagues
- initiative and flexibility sufficient to:
 - follow new leads in the course of research activities
 - respond to difficulties encountered during the course of research activities
- planning and writing skills sufficient to:
 - organise information logically in line with its intended purpose
 - document research findings clearly and concisely
- analytical and literacy skills sufficient to interpret and summarise information and research findings
- self-management skills sufficient to work under pressure and meet deadlines

Required knowledge

- effective communication techniques, including effective listening, questioning and non-verbal cues
- legal issues that affect research activities, e.g. copyright, intellectual property and privacy legislation
- reliable sources of advice on legal issues
- features of commonly used quantitative and qualitative research methodologies
- protocols to be observed when collecting information of a culturally sensitive nature
- OHS standards as they relate to working for periods of time on computers

Evidence Guide

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to clarify research briefs • ability to gather reliable and valid information from a range of sources in response to research briefs • research findings on a range of topics presented in an appropriate format by agreed deadlines • collaborative approach to work.
Context of and specific resources for assessment	Assessment must ensure: • access to a computer and the internet • access to a range of information sources as listed in the range statement • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of research findings prepared by the candidate in response to a range of briefs • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit and to discuss candidate's approach to conducting research.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT401A Write complex documents • CUFPMP401A Produce programs and program segments.

Range Statement

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.

<i>Relevant personnel</i> may include:	• clients • designers • directors • industry organisations • managers • producers • specialist subcontractors • supervisors.
<i>Research and data gathering techniques</i> may include:	• qualitative, e.g. focus groups or interviews with key people • quantitative, e.g. mail or telephone surveys based on a statistically reliable random sample.
<i>Formats for presenting research findings</i> may include:	• audio and visual presentations • interactive media presentations • verbal briefings or presentations • written reports.
Issues of a <i>legal nature</i> may include:	• contempt of court • copyright • defamation • intellectual property • obscenity • privacy legislation • racial vilification.
<i>Sources of information</i> may include:	• archives • community organisations • government departments • industry and trade journals • internet • libraries, including text, film, video, sound and graphic • market research companies • media, including television, radio and print

RANGE STATEMENT	
	• museums and galleries • organisational policies, procedures and journals • personal observations and experience • print and online standard references, such as: • atlases • dictionaries of biography • encyclopaedias • year books and almanacs • directories of people and associations • telephone directories • professional and industry organisations • technical publications and manuals.
Research tools may include:	• questions for personal interviews or focus groups • surveys, e.g. print, online or telephone.
Systems may include:	• electronic, e.g. databases, spreadsheets and statistical software applications • manual, e.g. card index file.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge management - research

Co-requisite units

Co-requisite units		

CUFSCE201A Prepare and prime scenic art cloths

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and prime scenic art cloths for productions in television, film and interactive media. The role of scenic artists and set construction personnel is to construct scenic art components ready for painting and other artwork. They require a good understanding of scenic art processes with particular focus on stretching, priming and rendering cloths used in the construction of set elements, such as backdrops or flats. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Scenic artists and set construction personnel apply the skills and knowledge outlined in this unit. Generally they work as members of set construction crews under the supervision of a workshop manager.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Prepare for cloth construction	1. Liaise with relevant <i>production personnel</i> to ascertain and confirm <i>production requirements</i> 2. Interpret available <i>documentation</i> to determine required quantities and measurements for planned construction of <i>scenic art cloths</i> 3. Select requisite tools, <i>equipment</i> and <i>materials</i> according to design specifications
Construct scenic art cloths	4. Apply appropriate techniques for layout of scenic art cloths 5. Evaluate construction of <i>scenic art elements</i> to ensure they meet design and <i>production</i> specifications 6. Seek feedback on work in progress with relevant production personnel and make adjustments as required 7. Complete all work with due regard to <i>OHS regulations</i>

ELEMENT	PERFORMANCE CRITERIA
	and enterprise procedures
Prime and store cloth	8. Apply appropriate materials to scenic art cloths in preparation for artwork 9. Label and code each scenic art element for identification during production phase 10. Store scenic art cloth and other elements according to enterprise procedures 11. Finalise and distribute documentation to relevant production personnel as required 12. Review own work and identify areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - liaise with relevant production personnel, e.g. scenic art designer, scenic artists and set construction crew
 - understand and carry out instructions and creative directions as required
 - complete routine workplace documentation
 - work effectively as a team member
- literacy and numeracy skills sufficient to accurately interpret scale drawings and measurements
- technical skills sufficient to use a range of hand and power tools and materials to prepare scenic art cloths
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - work under pressure and meet deadlines
 - seek expert assistance when problems arise
 - label and store finished scenic art elements in an orderly manner
 - maintain a clean and safe work area

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel involved in designing and realising productions

REQUIRED SKILLS AND KNOWLEDGE

- understanding the artistic and technical elements of productions
- terminology associated with production scheduling
- characteristics of a range of materials used in scenic art, including paints and cloths
- scenic art design and construction processes
- different types of construction materials and techniques
- familiarity with storage and identification processes and systems
- methods for the safe handling of hazardous materials
- OHS standards as they apply to preparing and priming scenic art cloths

Evidence Guide**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 following is essential:

- ability to:
 - organise and store scenic art elements in line with production requirements
 - demonstrate attention to detail when preparing and priming scenic art cloths
 - follow directions and instructions
 - correctly interpret scenic art specifications and documentation
 - handle hazardous materials and equipment in a safe manner
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- completion of scenic art preparation tasks within typical workplace time constraints
- access to the tools, materials and equipment required to prepare scenic art cloths
- access to productions requiring scenic art cloths
- access to appropriate learning and assessment support when required

EVIDENCE GUIDE	
	• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • direct observation of the candidate preparing and priming scenic art cloths • inspection of scenic art cloths prepared by the candidate to determine whether correct procedures have been followed and production requirements have been met • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUESCE05B Apply a general knowledge of scenic art • CUFSCE202A Repair, maintain and alter scenic art.

Range Statement

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.	
<i>Production personnel</i> may include:	• art director • director • director of photography • floor manager • head of department

RANGE STATEMENT	
	• painter and artist • producer • production designer • production manager • scenic art department personnel • scenic art designer • scenic art production staff • set designer • sets maker, e.g. carpenter • sets manager • sets storeman • stand-by sets • supervisor • technical director • other technical/specialist staff.
Production requirements may include:	• application, e.g. practical or illusionary • day and night • deadlines • fire proofing • hazardous situations • interior and exterior • multiple locations • opaque • production schedules • solid • special effects sets.
Documentation may include:	• colour charts • computer generated • confirmation of receipt and dispatch notes • descriptive scenic art checklists • fault reports • hire agreements • manually written • manufacture schedules • manufacturer specifications and instructions • measurement charts • memos of instruction • paint colour formulas • production schedules • running sheets

RANGE STATEMENT	
	• scenic art breakdown lists • scenic art design • scenic art schedules and plans • scripts • sketches • stock orders • stock reports • technical drawings.
Scenic art cloth may include:	• canvas • gauze • leather • muslin • nessel • silk • synthetic fabrics • velour • wool.
Equipment may include:	• brushes • charcoal sticks • conversion tables • cutting boards and tables • dyeing facilities • gaffer tape • glue guns • graining combs • hammers • hopper guns • measuring tapes • rollers • scissors and cutters • sponges • spray-guns • stamps • staplers • tacks • tools, e.g. wire cutters, hammers and pliers.
Materials may include:	• adhesives • dyes • fire retardant • primers

RANGE STATEMENT	
	• solvent-based paints • texture mediums • water-based paints.
Scenic art elements may include:	• backdrops • cycloramas • drops • flats • flooring and floor cladding • flown pieces • large props, e.g. furniture • rakes • rostrums • scaffolding • soft drapes • stairs • treads.
Productions may include:	• animations • commercials • documentaries • feature films • interactive media • live or pre-recorded television productions • live theatre or events • music videos • short films • television productions of any type.
OHS regulations may include:	• Australian Recommended Safety Code for Film and Television • commonwealth, state and territory OHS regulations • relevant local government construction rules and regulations • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - scenic art

Co-requisite units

Co-requisite units		

CUFSCE202A Repair, maintain and alter scenic art

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to repair, maintain and alter scenic art elements used in a range of television, film and interactive media productions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Scenic artists, painters and set making staff apply the skills and knowledge outlined in this unit. Generally they work as members of set construction crews under the supervision of a workshop manager. They are responsible for the care and maintenance of scenic art elements, which includes painting and colouring a full range of textures associated with sets and props. They require a good understanding of scenic art processes, as well as an appreciation of artistic criteria. They need to be proficient in the use of a range of hand and power tools.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Identify maintenance requirements	1. Liaise with relevant <i>production personnel</i> to confirm <i>production requirements</i> 2. Check <i>scenic art elements</i> required for <i>productions</i> to identify any <i>faults</i> that need to be repaired or alterations that need to be made 3. Discuss priorities for repair and maintenance of scenic art elements with relevant production personnel 4. Ensure elements are labelled, coded and stored safely in an appropriate order to meet production requirements 5. Handle consumable or hazardous <i>materials</i> correctly

ELEMENT	PERFORMANCE CRITERIA
	and according to relevant OHS regulations
Repair scenic art elements	6. Liaise with relevant production personnel to confirm required repairs 7. Ensure sufficient supplies of materials are available to cover needs during production 8. Clean scenic art elements ensuring delicate or problem materials are serviced with care 9. Apply paint to specified areas of scenic art elements where appropriate 10. Complete minor repairs to scenic art elements as appropriate and place in storage according to enterprise procedures
Undertake alterations of scenic art elements	11. Read and interpret instructions received concerning required alterations to scenic art elements 12. Complete alterations as instructed or seek assistance from appropriate production personnel according to individual level of responsibility 13. Ensure altered components are labelled properly and stored as required 14. Complete documentation in accordance with enterprise procedures 15. Maintain a clean and safe work area and store materials and equipment appropriately

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - liaise with relevant production personnel, e.g. scenic art designer, scenic artists and set construction crew
 - understand and carry out instructions and creative directions as required
 - complete routine workplace documentation
 - work effectively as a team member
- literacy and numeracy skills sufficient to:
 - accurately interpret scale drawings and measurements

REQUIRED SKILLS AND KNOWLEDGE

- account for minor expenditures, e.g. petty cash
- technical skills sufficient to:
 - use a range of materials and hand and power tools to maintain scenic art cloths
 - apply a range of materials to scenic art elements, e.g. paints and adhesives
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - work under pressure and meet deadlines
 - seek expert assistance when problems arise
 - label and store finished scenic art elements in an orderly manner
 - maintain a clean and safe work area

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel involved in designing and realising productions
 - understanding the artistic and technical elements of productions
 - terminology associated with production scheduling
- characteristics of a range of materials used in scenic art, including paints and cloths
- scenic art design and construction processes
- different types of construction materials and techniques
- familiarity with storage and identification processes and systems
- methods for the safe handling of hazardous materials
- OHS standards as they apply to preparing and priming scenic art cloths

Evidence Guide

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 following is essential:

- ability to:
 - organise and store scenic art elements in line with production requirements
 - demonstrate attention to detail when repairing,

EVIDENCE GUIDE	
	maintaining and altering scenic art elements • follow directions and instructions • handle hazardous materials and equipment in a safe manner • collaborative approach to work.
Context of and specific resources for assessment	Assessment must ensure: • completion of scenic art maintenance tasks within typical workplace time constraints • access to the tools, materials and equipment required to maintain scenic art cloths • access to productions requiring scenic art cloths • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • direct observation of the candidate repairing or altering scenic art cloths • inspection of scenic art cloths maintained by the candidate to determine whether correct procedures have been followed and production requirements have been met • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUESCE05B Apply a general knowledge of scenic art • CUFSC201A Prepare and prime scenic art cloths.

Range Statement

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.

Production personnel may include:

- scenic art designer
- production designer
- scenic art department personnel
- scenic art supervisor and manager
- scenic art production staff
- props department personnel
- head of department
- director of photography
- director
- producer
- technical director
- floor manager
- other technical/specialist staff.

Production requirements may include:

- day and night
- deadlines
- hazardous situations
- in a studio
- on location - exterior
- on location - interior
- outside broadcast.

Scenic art elements may include:

- backdrops
- costumes
- cycloramas
- decorative walls
- drops
- flats
- flooring and floor cladding
- flown pieces
- large props, e.g. furniture
- lettering
- models
- murals

RANGE STATEMENT	
	• rakes • rostrums • scaffolding • signage • soft drapes • stairs • treads.
<i>Productions</i> may include:	• animations • commercials • documentaries • feature films • filmed events • interactive media productions • live or pre-recorded productions of any type, e.g.: • music • drama • comedy • variety • sport • news and current affairs • game shows • forums or special events • live theatre and events • music videos • short films.
<i>Faults</i> may include:	• breakages • chips • dirt • marks • rips • stains • weathering.
<i>Materials</i> may include:	• adhesives • cleaning agents • cloths, including: • canvas • gauze • nessel

RANGE STATEMENT	
	• wool • silk • velour • synthetic fabrics • dyes • fire retardant • gaffer tape • nails and screws • primers • putties of various types • solvent-based paints • spare parts • texture mediums • water-based paints.
<i>OHS regulations</i> may include:	• Australian Recommended Safety Code for Film and Television • commonwealth, state and territory OHS regulations • relevant local government construction rules and regulations • relevant national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia.
<i>Storage</i> may include:	• containers • offices • on location • refrigeration • shelving • temporary buildings • warehouses.
<i>Documentation</i> may include:	• colour charts • computer generated • confirmation of receipt and dispatch notes • descriptive scenic art checklists • fault reports • manually written • manufacture schedules • manufacturer specifications and instructions • measurement charts • memos of instruction

RANGE STATEMENT	
	• paint colour formulas • production schedules • running sheets • scenic art breakdown lists • scenic art design • scenic art schedules and plans • sketches • stock orders • stock reports • technical drawings.
Equipment may include:	• brushes • charcoal sticks • conversion tables • cutting boards and tables • dyeing facilities • glue guns • graining combs • hopper guns • measuring tapes • power tools • rollers • scissors and cutters • sponges • spray-guns • stamps • tacks • tools, e.g. wire cutters, hammers and pliers.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - scenic art

Co-requisite units

Co-requisite units		

CUFSFX301A Maintain and repair special effects items

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the functionality of physical special effects items for productions in television, film, entertainment and interactive media industries. The maintenance of special effects involves cleaning, repairing and altering each item to ensure operational continuity throughout a production. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The maintenance and assembly of physical special effects is related to the maintenance of props and other elements of sets for productions in television, film, entertainment and interactive media industries. However, the scale and nature of special effects items can vary quite dramatically - from models and miniatures to electronic devices to animatronics and creatures. People who apply the skills and knowledge described in this unit work under direct supervision. They need to be proficient in the use of a range of hand and power tools.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Maintain appearance of special effects items	1. Liaise with <i>relevant personnel</i> to confirm appearance of special effects items 2. Check <i>special effects</i> items for dirt, stains or marks 3. Clean special effects items, ensuring that delicate or problem materials are serviced with care 4. Apply new paint or other finish to required areas where appropriate 5. Ensure that special effects are always accurately labelled, coded and stored according to enterprise

ELEMENT	PERFORMANCE CRITERIA
	procedures
Repair special effects items	6. Identify faults, rips or breakages in special effects items 7. In consultation with relevant personnel, agree on minor repairs to be made according to individual level of responsibility 8. Use appropriate techniques and materials to complete minor repairs to special effects items 9. Organise repair of special effects items requiring specialist expertise in line with enterprise procedures 10. Complete documentation in accordance with enterprise procedures 11. Follow up specialist repairs to ensure that special effects items are available on location and functioning correctly in line with production schedules 12. Advise relevant personnel of any repair-related problems that require attention in a timely manner
Make alterations to special effects	13. Liaise with relevant personnel to identify alterations that need to be made 14. Read and interpret instructions for the required alterations 15. Complete alterations to special effects items or refer to relevant personnel, according to individual level of responsibility 16. Observe relevant OHS and public safety legislative requirements while repairing and maintaining special effects items 17. Complete relevant workplace documentation in accordance with enterprise procedures
Maintain special effects items during productions	18. Assist with the safe packing and loading of special effects items for transportation to production locations 19. Confirm with relevant personnel techniques, materials and tools required to assemble special effects items on location 20. Participate in ongoing discussions throughout the assembly process to ensure that special effects design requirements are met 21. Store partially finished special effects items and equipment during the assembly phase to avoid loss or damage 22. Assemble and disassemble special effects items throughout productions in line with production requirements, ensuring that continuity of appearance of

ELEMENT	PERFORMANCE CRITERIA
	items is maintained 23. Disassemble special effects items at the conclusion of productions and safely pack and load them for transportation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - interpret written and verbal instructions related to the repair and maintenance of special effects items
 - liaise with specialist repair services for specified special effects items
 - work collaboratively as a member of a production team
 - complete workplace documentation
- problem solving skills sufficient to make adjustments to special effects items during routine maintenance and repair activities
- planning and organising skills sufficient to:
 - ensure that repairs are completed on time
 - assist with the assembly, maintenance and disassembly of special effects items during productions
- technical skills sufficient to:
 - use hand and power tools to repair and maintain special effects items
 - handle hazardous materials in a safe manner
 - draw to scale and correct perspective
- self-management skills sufficient to:
 - work under pressure and meet deadlines
 - follow manufacturer specifications and organisational policies and procedures
 - maintain a clean and safe work area
 - seek expert advice when problems arise
- numeracy skills sufficient to interpret scale drawings and measurements

Required knowledge

- detailed knowledge of sections of the Australian Recommended Safety Code for Film and Television related to the maintenance of special effects
- special effects design and construction process

REQUIRED SKILLS AND KNOWLEDGE

- industry knowledge, including:
 - roles and responsibilities of art and construction personnel
 - issues and challenges that arise sufficient to maintain physical special effects for screen productions
 - set etiquette and protocols
- OHS procedures as they relate to the safe use of equipment and materials to maintain physical special effects for screen productions

Evidence Guide**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 following is essential:

- ability to:
 - demonstrate attention to detail when repairing, maintaining and altering special effects items
 - follow directions and instructions
 - handle hazardous materials and equipment in a safe manner
 - assemble and disassemble special effect items on location in line with production requirements
 - maintain continuity of appearance of special effects items during productions
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- completion of special effects maintenance tasks within typical workplace time constraints
- access to the tools required to complete repair and maintenance tasks
- access to a selection of special effects items listed in the range statement
- access to productions requiring special effects items
- access to appropriate learning and assessment support

EVIDENCE GUIDE	
	when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • direct observation of the candidate maintaining, repairing or altering special effects items • direct observation of the candidate assembling or disassembling special effects items on location • inspection of special effects items maintained, repaired or altered by the candidate • review of maintenance reports prepared by the candidate • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFPRP301A Assemble and maintain props.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• designer • director • director of photography

RANGE STATEMENT	
	• fire and safety officer • floor manager • head of department • medic • performer • personnel with specialist expertise in special effects productions and execution • producer • production designer • special effects department personnel • special effects production personnel • special effects supervisor and manager • specialist equipment designer • specialist manufacturer • technical director • transportation provider and crew • other technical/specialist staff.
<i>Special effects</i> items may include:	• animatronics and creatures • automated and animatronic devices and controls • cables • computer controlled devices • electrical and mechanical winches • electro mechanical devices • electronic devices • electronic flashing and timing devices • electronic hardware • floor effects, including: • weather effects • fire and smoke • collapsing and destruction • water • crashes • motion control systems • models and miniatures, including: • demonstration type • real type • figures • landscapes

RANGE STATEMENT	
	• buildings • motion control electronics and systems • pneumatics • power packs • road cases, boxes, crates for storage and transportation • sculpture - human, animal and inanimate.
Techniques may include:	• fabrication • gluing and cementing • metalwork, including: • cutting • welding • brazing • moulding materials • painting and finishing • sculpting and other shaping methods • timber construction • woodworking.
Materials may include:	• adhesives • canvas • clay • fabrics • fasteners • fibreglass • foam • latex • leather • masonite • metal products, e.g. bars, tubes and sheets • mouldable materials • moulded or cast metal • paper products • plaster • plastics, e.g. moulded sheet • polystyrene • resins • thermoplastic • timber • timber products, e.g. plywood, particle board and craft wood.

RANGE STATEMENT	
Documentation may be:	• budgets • call and running sheets • colour charts • computer generated • confirmation of receipt and dispatch notes • descriptive special effects checklists • fault reports • hire agreements • manually written • manufacture schedules • manufacturer specifications and instructions • measurement charts • memos of instruction • operational and project plans • paint colour formulas • production schedules • scripts • sketches • special effects breakdown lists • special effects construction schedules and plans • special effects design • stock orders • stock reports • technical drawings.
Locations may include:	• day and night • on location - exterior • on location - interior • outside broadcast • studio.
Productions may include:	• animated productions • commercials • documentaries • feature films • filmed events or performances • live events and entertainment • live or pre-recorded OHS and public safety legislative requirements may include:television productions • music videos

RANGE STATEMENT	
	• short films • theatre productions.
<i>OHS and public safety legislative requirements</i> may include:	• commonwealth, state and territory OHS regulations • local government construction rules and regulations • national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia.
<i>Transportation</i> may involve:	• hired vehicles • specialist handling and packaging of dangerous goods, including explosives, chemicals and pyrotechnic items • use of boats, planes, helicopters and trains • use of special transport low loaders.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - special effects

Co-requisite units

Co-requisite units		

CUFSFX402A Coordinate the logistics of special effects operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate the logistics of physical special effects operations for productions in the screen, media and entertainment industries. The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels. CPCCLDG3001A Licence to perform dogging CPCCLRG3001A Licence to perform rigging basic level CPCCLRG3002A Licence to perform rigging intermediate level CPCCLRG4001A Licence to perform rigging advanced level. Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering a construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' fulfils this requirement.

Application of the Unit

Application of the unit	Coordinating physical special effects operations for productions is related to coordinating operations for props and other elements of sets. However, the scale and nature of special effects items can vary quite dramatically - from models and miniatures to electronic devices to animatronics and creatures. This means that transportation arrangements can be complex on occasions, as can the process of assembling and disassembling items. Teamwork is a key feature of this role and generally speaking people in this position are responsible for supervising a team, while reporting to a production manager.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Prepare for transportation of special effects items	1. Confirm facilities available at production locations in consultation with relevant personnel and with reference to production documentation 2. Inspect locations as required to identify most appropriate delivery, storage and assembly arrangements 3. Ensure that power supply and facilities at locations are adequate to meet production requirements for assembling and executing special effects 4. Conduct pre-departure checks on all equipment to be used at locations 5. Complete required stock orders and ensure availability in time for the assembly and execution of special effects 6. Develop an operational plan to transport, assemble and disassemble special effects items at production locations 7. Identify problems that might occur with the transportation and assembly of special effects items and make contingency plans as required
Coordinate the transportation of special effects items to locations	8. Organise the construction or acquisition of road cases, boxes or crates to enable the safe transportation of special effects items to production locations 9. Ensure that safe lifting and handling methods are used to pack and unpack special effects items, taking care to avoid damage to items 10. Ensure that transportation method allows access to locations and is suited to the nature and quantity of special effects items being transported 11. Provide clear, accurate and complete instructions to transport providers 12. Complete documentation in accordance with enterprise procedures
Receive special effects items at locations	13. Check and document condition of all special effects items and construction equipment transported to production locations 14. Complete any reports on shortages or damaged items in line with enterprise procedures

ELEMENT	PERFORMANCE CRITERIA
	15. Coordinate deliveries of goods from specialist manufacturers and hirers 16. Check and document the quality and condition of hired or specially manufactured items on receipt, to ensure that production requirements can be met
Assemble and disassemble special effects items on location	17. Identify and implement solutions to any operational problems in consultation with relevant personnel 18. Oversee assembly of special effects items, ensuring that quality standards are adhered to, the most appropriate techniques are used and that work is undertaken within budget constraints 19. Ensure that OHS and public safety legislative requirements are met and production schedules are adhered to 20. During assembly, ensure safety of all personnel and any general public present 21. Secure special effects items and accessories throughout the assembly phase to minimise theft or damage 22. Coordinate safe disassembling, packing and return transportation of special effects items and equipment 23. Report and document any equipment that is damaged and requires maintenance in line with enterprise procedures 24. Leave locations in the original or improved condition, ensuring no adverse impact on the sites 25. Evaluate own role in special effects operations and note areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - interpret production documentation, special effects assembly specifications and instructions
 - provide verbal instructions to team members responsible for assembling and disassembling special effects items

REQUIRED SKILLS AND KNOWLEDGE

- work collaboratively as a member of a production team, including supervising team members
- complete workplace documentation
- initiative and flexibility sufficient to devise the most efficient way to handle the logistics of transporting complex special effects items
- problem solving skills sufficient to make adjustments to special effects items to allow for transportation without compromising functionality
- planning and organising skills sufficient to:
 - plan and coordinate transportation of special effects items to and from locations in line with production requirements
 - manage stock control in relation to special effects operations
- technical skills sufficient to:
 - use hand and power tools to assemble special effects items
 - handle hazardous materials in a safe manner
- self-management skills sufficient to:
 - work under pressure and meet deadlines
 - follow manufacturer specifications and organisational policies and procedures
 - seek expert advice when problems arise
- numeracy skills sufficient to interpret budgets and monitor expenditure against budgets

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of art and construction personnel
 - broad understanding of the artistic and technical elements of productions
 - issues and challenges that arise when coordinating the transportation and assembly of physical special effects for productions in the screen, media and entertainment industries
 - set etiquette and protocols
- principles of and techniques for assembling and disassembling physical special effects for screen productions
- sound knowledge of:
 - properties, applications and durability of different types of materials that can be used for special effects construction
 - behaviour of various materials, finishes, painting techniques and colours under lighting
- detailed knowledge of sections of the Australian Recommended Safety Code for Film and Television related to special effects operations and other codes of practice relevant to specific special effects operations
- OHS procedures as they relate to the safe use of equipment and materials to construct physical special effects for productions

Evidence Guide

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 following is essential:

- efficient coordination of special effects operations that demonstrates an ability to:
 - interpret production documentation correctly
 - meet production requirements
 - coordinate transportation of special effects items to and from locations
 - take account of budgetary and resource constraints
 - communicate effectively with team members while supervising the assembly and disassembly of special effects items on location
- application of safe work practices.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through coordinating the logistics of special effects operations for at least two productions
- access to productions that require special effects items
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

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 and third-party workplace reports of on-the-job performance
- discussion with the candidate about procedures

EVIDENCE GUIDE	
	followed to coordinate the logistics of special effects operations, including problems that could arise and how they would be dealt with - inspection of plans prepared by the candidate for the transportation and assembly and disassembly of special effects items to determine if correct procedures have been followed - written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBOHS407A Monitor a safe workplace - BSBPMG408A Apply contract and procurement procedures - CUETEM06B Organise and monitor bump in/bump out.

Range Statement

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.	
<i>Locations</i> may include:	- day and night - on location - exterior - on location - interior - outside broadcast - studio.
<i>Relevant personnel</i> may include:	- designer - director - director of photography - fire and safety officer - floor manager - head of department

RANGE STATEMENT	
	• medic • performers • personnel with specialist expertise in special effects productions and execution • producer • production designer • production manager • special effects department personnel • special effects production personnel • special effects supervisor and manager • specialist equipment designer • specialist manufacturer • supervisor • technical director • transportation provider and crew • other technical/specialist staff.
Documentation may include:	• budgets • call and running sheets • colour charts • computer generated • confirmation of receipt and dispatch notes • descriptive special effects checklists • fault reports • hire agreements • manually written • manufacture schedules • manufacturer specifications and instructions • measurement charts • memos of instruction • operational and project plans • paint colour formulas • production schedules • scripts • sketches • special effects breakdown lists • special effects construction schedules and plans • special effects design • specialist documents required for the transportation of dangerous goods

RANGE STATEMENT	
	• stock orders • stock reports • technical drawings.
<i>Productions</i> may include:	• animated productions • commercials • documentaries • feature films • filmed events or performances • live events and entertainment • live or pre-recorded television productions of any type • music videos • short films • theatre productions.
<i>Special effects</i> items may include:	• animatronics and creatures • automated and animatronic devices and controls • cables • computer controlled devices • electrical and mechanical winches • electro mechanical devices • electronic devices • electronic flashing and timing devices • electronic hardware • floor effects, including: • weather effects • fire and smoke • collapsing and destruction • water • crashes • motion control systems • models and miniatures: • demonstration type • real type • figures • landscapes • buildings • motion control electronics and systems • pneumatics

RANGE STATEMENT	
	• power packs • road cases, boxes, and crates for storage and transportation • sculpture - human, animal and inanimate.
Transportation may include:	• hired vehicles • specialist handling and packaging of dangerous goods, including explosives, chemicals and pyrotechnic items • use of boats, planes, helicopters and trains • use of special transport low loaders.
Techniques may include:	• fabrication • gluing and cementing • metalwork, including: • cutting • welding • brazing • moulding materials • painting and finishing • sculpting and other shaping methods • timber construction • woodworking.
OHS and public safety legislative requirements may include:	• commonwealth, state and territory OHS regulations • local government construction rules and regulations • national and international standards, guidelines and codes of practice, e.g. the Building Code of Australia.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - special effects

Co-requisite units

Co-requisite units		

CUFSOU301A Prepare audio assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare audio assets for inclusion in interactive media. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The size of an enterprise or project determines who undertakes the role described in this unit. In a large-scale environment, the person responsible for this task would typically be supervised by an audio asset creator or audio engineer and an audio programmer or interactive media author. In a radio station, the prime focus of the task involves converting radio programs into podcast material or in a form appropriate to streaming or downloading, and this may be a dedicated role under the supervision of a producer. In a smaller enterprise or project, an audio programmer, interactive author or audio/sound engineer would absorb this task into their role. In all cases, they are collaborating closely with other team members.

	Skills associated with other aspects of audio/sound production at this level are covered in: • CUSSOU201A Assist with sound recordings • CUFSOU204A Perform basic sound editing.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Identify audio assets	1. Obtain analogue or digital sources of audio 2. Identify the <i>source file formats</i>

ELEMENT	PERFORMANCE CRITERIA
	3. Identify the output <i>purpose, destination</i> and <i>platform</i> 4. Discuss with <i>relevant personnel</i> the required <i>output file format</i> and <i>audio codecs</i> for specified bandwidths 5. Discuss with relevant personnel the appropriate <i>audio encoding software</i>
Prepare audio assets	6. Open appropriate audio encoding software and load audio file 7. Eliminate or treat defects on sound recordings 8. Equalise sound output levels where necessary 9. Ensure duration of audio sequences meets that required by the specification, and adjust if necessary 10. Determine and apply appropriate audio codecs 11. Batch optimise audio files where possible 12. Save files in appropriate output file format using standard naming conventions
Package audio assets	13. Assign <i>metadata tags</i> if required 14. Group files logically in folder system using standard naming conventions 15. Store in share drive or repository for production team access

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and literacy skills sufficient to interpret and clarify written or verbal instructions
- ability to work as a member of a production team, both independently on assignment and under direction
- technical skills sufficient to:
 - use audio software to prepare audio sequences for inclusion in interactive media
 - manage files using standard naming conventions
 - apply appropriate metadata tags to describe files
- self-management and planning skills sufficient to:
 - prioritise work tasks

REQUIRED SKILLS AND KNOWLEDGE

- meet deadlines
- seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - basic understanding of the relationship between the technical and creative aspects and requirements of interactive media projects
 - features of a range of delivery platforms
 - basic understanding of what happens when audio files are compressed for inclusion in interactive media products
 - appropriate codecs for various platforms and destinations
 - digital audio source and output formats
 - equalisation techniques
- techniques for saving and preparing digital audio output to optimise file size
- OHS standards as they relate to working for periods of time on computers
- OHS principles of safe listening (including safeguards against hearing loss)

Evidence Guide**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 following is essential:

- preparation of a range of audio sequences to be included in interactive media products that meet appropriate technical specifications
- proficient use of audio encoding software.

Context of and specific resources for assessment

Assessment must ensure:

- access to industry-current audio encoding software
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and

EVIDENCE GUIDE	
	techniques appropriate to the language and literacy capacity of learners and the work being performed.
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 and third-party workplace reports of on-the-job performance • evaluation of audio assets prepared by the candidate on a number of occasions • written or verbal questioning to test knowledge of codecs for various platforms and understanding of file compression.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG301A Prepare video assets.

Range Statement

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.	
<i>Source file formats</i> may include:	• WAV • AIFF • AU • MP3 • WMA • AAC (Apple lossless) • OGG.
<i>Purposes</i> may include:	• audio sequences, e.g.: • SFX (sound effects) • music • foley

RANGE STATEMENT	
	• atmospherics • dialogue • additional dialogue, e.g. rerecorded and narration • audio sequences incorporated into a: • website • podcast • game • learning object • interactive application • animation.
<i>Destinations</i> may include:	• computer-based playback software, e.g. iTunes • downloading server • internet audio players, e.g.: • Quicktime • Windows Media Player • RealPlayer • progressive downloading (buffering) server • streaming server.
<i>Platforms</i> may include:	• CD • digital audio players (e.g. iPod, MP3) • DVD • games console • internet • kiosk • mobile phone • PDA (personal digital assistant).
<i>Relevant personnel</i> may include:	• audio engineer • clients • producer • programmers and technical support people • supervisor • other specialist creative and administrative personnel as appropriate.
<i>Output file formats</i> include:	• AAC (advanced audio coding) • AMR-NB • Apple lossless • MP3 • RAM

RANGE STATEMENT	
	• WMA.
Audio codecs may include:	• bit depth • bit sampling rates • mono or stereo • standardised and preset codecs.
Audio encoding software may include:	• audio editing tools, e.g.: • Audacity • Adobe Audition • Pro Tools • specialised audio compression tools.
Metadata tags may include:	• album • artist • defaults • description • episode • resolution • track • version.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units	

CUSFIM501A Secure funding for projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to raise money for a creative or artistic project and to participate in negotiations with all parties. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People responsible for securing funding for creative arts projects apply the skills and knowledge outlined in this unit. In this role they are responsible for determining the amount of funding required, locating likely funding sources, developing funding proposals and maximising their chances of ongoing funding opportunities. This role would typically be undertaken by an artist, artist manager, promoter or senior administrator.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Identify financial scope of and potential funding sources for project	1. Identify and determine the scope and funding needs of project 2. Identify optimum funding arrangements and possible funding sources for project 3. Gather information on funding sources, including organisational vision, prior funding initiatives and expected benefits from participation
Develop a project proposal	4. Plan and critique a project proposal that will attract funding from identified funding sources 5. Determine optimum method of presenting project proposal to identified funding sources 6. Clearly define structure of funding plan and interest of various parties and ensure proposal is supported by research from appropriate sources 7. Seek legal, taxation and regulatory advice where necessary and ensure proposal is checked by appropriate persons to ensure it meets compliance requirements

ELEMENT	PERFORMANCE CRITERIA
Present proposal and negotiate with funding sources	8. Present project proposal to funding sources using appropriate presentation techniques 9. Evaluate presentation to identify strengths and weaknesses to inform subsequent presentations 10. Negotiate with funding source representatives to clarify terms and conditions of <i>funding agreement</i> 11. Discuss funding agreement with all parties in a professional manner
Finalise funding agreement	12. Document funding agreement and circulate to all parties in a timely and effective manner 13. Establish processes to monitor compliance and report progress against funding agreement 14. Ensure funding agreement is checked and confirmed by <i>appropriate persons</i> 15. Identify opportunities for ongoing funding arrangements with funding sources

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research techniques sufficient to access information from reliable sources to support project proposals
- literacy skills sufficient to prepare project proposals and funding agreements
- numeracy skills sufficient to:
 - analyse funding incentives and tax concession schemes
 - develop structured funding plans
 - estimate and calculate the resource requirements of a project proposal
- communication skills sufficient to:
 - conduct negotiations to clarify terms and conditions of funding agreements
 - establish and maintain relationships with prospective investors
 - present funding proposals to prospective investors
- learning skills sufficient to evaluate and improve own presentation techniques
- planning and organisational skills sufficient to envisage project milestones and monitor project compliance
- problem-solving skills sufficient to identify and plan for factors

REQUIRED SKILLS AND KNOWLEDGE
affecting completion of project tasks within deadlines • self-management skills sufficient to work within specified timelines • technology skills sufficient to use industry-current financial and spreadsheet software
Required knowledge
• approaches used to successfully identify and attract funding opportunities in the creative arts industry • broad knowledge of key creative arts industry terminology • compliance requirements of funding agreements in the creative arts industry • copyright, moral rights, intellectual property and legislation, and their impact on the creative arts industry • professional behaviour and ethics as they apply to the creative arts industry • OHS requirements relevant to project work in the creative arts industry • range of potential funding sources and channels through which funding opportunities are publicised in the creative arts industry • sources of information on the creative arts industry and ways of maintaining current industry knowledge • issues and challenges that typically arise in the context of securing funding for projects

Evidence Guide

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: • develop viable funding proposals • maintain effective networks with prospective investors • negotiate agreed terms, conditions and interests with all parties to a funding agreement.
Context of and specific resources for assessment	Assessment must ensure: • access to an appropriate environment to develop and present funding proposals

EVIDENCE GUIDE	
	• access to appropriate sources of information to prepare and support funding proposals • access to appropriate technology to research funding sources and use industry-current software • access to relevant creative arts industry networks • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies to assess ability to research funding sources and apply information to persuasive project proposals • direct observation of candidate preparing a project proposal and negotiating a funding agreement • authenticated copies of funding proposals prepared by the candidate • written or oral questioning to assess knowledge of potential funding sources and channels through which funding opportunities are publicised • problem-solving activities to assess ability to estimate and calculate project costs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

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.	
<i>Projects</i> may include:	• commercial • print advertisement • corporate video • feature film or video

RANGE STATEMENT	
	• filmed event or performance • interactive media product, e.g. CD, DVD and podcast • internet production, e.g. website sound • music recording or video • promotional trailer • radio broadcast • short film or video • television program, e.g. documentary • training film or video.
Funding sources may include:	• commissioning bodies • community organisations • corporate contributors • early adopters • enterprises • financial institutions • government departments • individuals • professional organisations • prospective investors • special public funding programs • sponsors • suppliers.
Project proposal may include:	• analysis of benefits and profile of opportunities • compliance requirements, including legal, regulatory, reporting and taxation • cost estimates • creative and managerial experience of proponents • creative possibilities of project • demonstrable outcomes • funding plan • level of risk • likely chances of success • operational and marketing plan • overview and objectives • project timelines and milestones • projected financial performance • promotional and profiling opportunities • proposed interest of various parties:

RANGE STATEMENT	
	• acknowledgments • percentage of profits • product placement • share of copyright • purpose and amount of required finance.
Sources may include:	• discussions with current industry practitioners • discussions with industry associations • electronic and print media providing: • articles • journals • magazines • news • reviews • subscriptions • government funding programs and publications • industrial relations publications, such as: • bulletins • letters • magazines • newsletters • industry publications, such as: • directories • information sheets • reference books • technical publications • internet • libraries and archives • suppliers of products and services • tender search organisations • training programs, seminars, workshops, master classes and professional development opportunities.
Appropriate persons may include:	• business and financial managers • community representatives • copyright representatives • employee association and union representatives • financial advisers • industry association representatives • industry managers

RANGE STATEMENT	
	• legal advisers • mentors • professionals from allied areas.
Funding agreement may include:	• compliance monitoring arrangements • reporting and review requirements • rights and responsibilities of all parties • terms and conditions of agreement.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - financial management

Co-requisite units

Co-requisite units		

CUSMKG301A Assist with the promotion of creative acts

Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist with the promotion of creative artists or groups.

Application of the Unit

This unit covers the skills and knowledge required to work in a creative environment where artists are being promoted. Personal assistants in a promotions company would typically perform this role, but members of a band or performance act may undertake this role on their own behalf or in collaboration with a promotional agent.

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

Not applicable

Elements and Performance Criteria Pre-Content

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of promotional strategies	1.1 Participate in discussions with relevant personnel about marketing and promoting artists as required 1.2 Contribute ideas about activities that could be included in promotional strategies 1.3 Compile information about the potential of all media outlets for promoting artists and creative acts 1.4 Maintain documentation related to promotional strategies as required
2. Assist with promotional activities	2.1 Contribute to the development and distribution of promotional material to advance profile of artists 2.2 Monitor and document the results of strategies to test the response of target markets to promotional materials 2.3 Assist with the organisation of publicity opportunities for artists 2.4 Maintain a database of industry contacts and sources of industry information
3. Contribute to reviews of promotional strategies	3.1 Compile data and information on the impact and effectiveness of promotional activities 3.2 In consultation with relevant personnel prepare materials for meetings as required 3.3 Participate in discussions with relevant personnel about revisions to promotional strategies as required 3.4 Respond appropriately to constructive feedback on own work performance from relevant personnel

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills sufficient to:
 - interpret and clarify written and verbal instructions
 - work collaboratively in a team environment - both independently on assignment and under direction
 - respond positively to constructive feedback
- organisational skills sufficient to:
 - collect and review information on a given topic
 - maintain filing and information retrieval systems
- literacy skills sufficient to:
 - interpret written background information
 - write notes on information gathered verbally
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - source information and reference material in a timely fashion
 - work under pressure and meet deadlines
 - seek expert assistance when problems arise
- technical skills sufficient to:
 - use the internet to access information
 - use standard word-processing and database applications

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of industry personnel and agencies
 - industry terminology
 - issues and challenges that arise in the context of assisting with the promotion of creative acts
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers

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: • assist with promotional activities for an artist or creative act • maintain a database of industry contacts • work cooperatively in a team environment.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where promotional activities are undertaken • access to artists and music industry personnel • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies to assess candidate's ability to address issues and challenges that arise in the context of assisting with the promotion of creative acts • direct observation of candidate maintaining a database of industry contacts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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:	• managers • supervisors • colleagues • artists and performers

	• artist managers • publishers • advertising agencies • public relations companies • media personnel, such as: • broadcasters • critics • journalists • digital distribution agents.
Artists may include:	• arrangers • composers • songwriters • performers, including: • musicians • singers • dancers • actors • circus performers • writers • visual artists • craftspeople • designers.
Activities may include:	• advertisements • attention-seeking gimmicks • competitions • industry functions • internet broadcasts • live performances, including: • auditions • festival appearances • headline acts • supporting acts • media announcements and interviews • podcasts • product launches, e.g. artist websites • radio broadcasts • television appearances.
Strategies may be for:	• live events • print media • online:

	• artist's own website • social networking sites • digital distribution agents • radio • television.
Media outlets may include:	• print • television • radio • internet • digital communication devices, e.g. mobile phones.
Development and distribution of promotional material may include:	• drafting media releases • compiling visual material • writing and sending broadcast emails about promotional activities • maintaining a database of contacts • updating websites.
Promotional materials may include:	• artist profiles, e.g. biographical and professional • artist websites • print, such as: • banners • brochures • business cards • flyers • handbills • pamphlets • posters • stickers • demonstration recordings: • digital downloads • filmed performances • interactive media products, e.g. podcast • music recording and/or videos, e.g. CD and DVD • media kits • novelty giveaways • photographs • portfolios • presentations • press releases

	• prototypes • publicity shots • reviews • scores • T-shirts.
Industry contacts may include:	• artist and repertoire (A&R) managers • artist managers • artists • booking agents • education and training organisations • entrepreneurs • legal counsel and accountants • music distributors • industry associations • journalists • producers • promoters • publishers • wholesalers and retailers • radio presenters • record producers • recording engineers • studio/venue managers • production personnel, such as: • front-of-house • lighting • sound • staging • vision systems • tour managers.
Sources may include:	• discussions with industry personnel and promotional consultants • music charts, including: • internet • radio • television • print • music downloads, websites and blogs • industry associations • media, including: • articles

	• bulletins • directories • information sheets • journals • magazines • newsletters • reviews • subscriptions • trade papers • industry productions and events, including: • awards • competitions • conferences • conventions • exhibitions • festivals • functions • performances • trade fairs • suppliers of products and services.
<i>Materials for meetings</i> may include:	• agendas • agenda papers • minutes • PowerPoint presentations • photos and other visual material.

Unit Sector(s)

Business development - marketing

CUSSOU201A Assist with sound recordings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist with sound recordings using a variety of recording equipment in a studio or live environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Studio assistants, audio stagehands, boom operators and others who assist supervising sound technicians to record sound, apply the skills and knowledge described in this unit. They could be working in a variety of creative arts industry sectors, including stage productions, music recording studios, television, radio, film, video or online environments. Under close supervision and guidance, they are responsible for assisting with setting up recording equipment, doing sound checks, monitoring the quality of recorded sound, labelling/logging recordings, and solving routine problems that occur during the recording. The advanced application of sound recording is covered in: • CUSSOU401A Record sound • CUSSOU406A Record sound on location.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Assist with prerecording checks	1. Clarify <i>documentation</i> and <i>consumables</i> for <i>recording production</i> with appropriate persons 2. Connect <i>sound equipment and accessories</i> according to safety, technical and <i>production requirements</i> 3. Refer faults and problems to <i>appropriate persons</i>
Contribute to recording operations	4. Follow directions about the <i>placement and movement of microphones</i> and <i>microphone accessories</i> 5. Assist with <i>sound check</i> to ensure levels and <i>characteristics of recorded sound</i> meet required

ELEMENT	PERFORMANCE CRITERIA
	standards 6. Confirm signal-processing requirements with appropriate persons and make test recordings to ensure no audible defects are present 7. Listen to sound recording for audible defects and extraneous background sound and communicate problems to appropriate persons 8. Log recordings and ensure labelling is accurate, legible, current and within production requirements 9. Disconnect sound equipment and accessories according to safety, technical and production requirements 10. Communicate appropriately with other team members, performers or customers during the completion of tasks 11. Clean work environment after use and restore to pre-recording condition

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to:
 - log and label recorded material
 - note and report system faults and problems
 - read and understand recording documentation
- numeracy skills sufficient to calculate duration and capacity of recording media
- communication skills sufficient to:
 - liaise with sound production/recording personnel
 - understand and follow instructions
 - respond positively to constructive feedback on own performance
- learning skills sufficient to maintain currency of knowledge of recording equipment upgrades
- planning and organisational skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise
- problem-solving skills sufficient to identify and refer system faults and problems to

REQUIRED SKILLS AND KNOWLEDGE

- sound-production personnel
- teamwork skills sufficient to work effectively with sound-production personnel
- technology skills sufficient to work with a variety of sound-recording equipment

Required knowledge

- basic principles and techniques of sound recording, including:
 - audible defects in analogue and digital technologies
 - identification/logging requirements
 - operational principles of microphones, including microphone placement
 - operational/technical limitations of recording mediums
 - recording formats and technical standards
 - signal-to-noise ratio, signal phase and audio level/headroom control
- OHS principles of safe listening, including safeguards against hearing loss

Evidence Guide**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:

- apply OHS principles of safe listening to day-to-day work activities
- use a range of industry-current sound equipment and accessories
- work cooperatively in a production environment.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of work environments and productions where sound is recorded
- access to industry-current sound equipment and accessories
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for

EVIDENCE GUIDE

	this unit: • case studies to assess candidate's ability to apply OHS principles of safe listening to day-to-day work activities • evaluation of a range of live, acoustic and/or sequenced recordings in which candidate assisted a sound technician or engineer • observation of the candidate assisting with sound recordings • written or oral questioning to test knowledge of basic principles and techniques of sound recording.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND201A Develop and apply creative arts industry knowledge • CUFSOU204A Perform basic sound editing • CUSMLT201A Develop and apply musical ideas and listening skills • CUSSOU202A Mix sound in a broadcasting environment.

Range Statement**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.

Documentation may include:

- cue sheets and track sheets
- dubbing charts
- equipment instructions
- OHS requirements
- organisational standards
- performers' requirements
- production schedule and set-up reports
- shot lists

RANGE STATEMENT	
	• sound and audio reports • storyboards • technical manuals.
Consumables may include:	• audiotape • compact discs (CDs) • cue sheets and track sheets • digital versatile discs (DVDs) • masking tape, marker pens and labels • memory cards • mini discs (MDs).
Recording production may include:	• commercial • print advertisement • corporate video • feature film and/or video • filmed event and/or performance • interactive digital media product • internet production • music recording and/or video • promotional trailer • radio broadcast • short film and/or video • television program • training film and/or video • voice-over.
Sound equipment and accessories may include:	• amplifiers • analogue to digital converters • cables • computer technology and associated software • digital and analogue recording devices • digital audio players • headphones • microphones and accessories • mixing consoles and desks • monitors and speakers • signal processors and plug-ins.
Production requirements may include:	• attributions • audience • budget • confidentiality • content

RANGE STATEMENT	
	• contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
Appropriate persons may include:	• artists, musicians and performers • audio and sound engineers • audio and sound technicians • dubbing machine operators • broadcasters • directors, producers and photographers • post-production editors and mixers • program managers • sound designers and editors • sound effects personnel • video and sound recorders.
Placement and movement of equipment may involve:	• observing safety and technical requirements • avoiding extraneous and unwanted noise, e.g. from cables • with screen productions: • avoiding shadows and reflections • ensuring that equipment is not in frame • aiming a boom microphone upwards or downwards depending on the shot • placing microphones in more than one position to capture the required sound perspective.
Microphones may include:	• boundary (PZM) • capacitor/condenser • contact • digital • directional • dual-element • dynamic

RANGE STATEMENT	
	• headset • lapel • low and/or high impedance • microphone systems • noise cancelling • shotgun.
Microphone accessories may include:	• boom poles • cables • clips • connectors • housing • pop filters • shock mounts • stands • windscreens.
Sound check may include checking:	• levels • frequency response • phase relationships • signal-to-noise ratio.
Characteristics of recorded sound may include:	• frequency response • phase relationships • signal-to-noise ratio level • mono/stereo/5.1 surround sound • spatial position and image • balance • tonal quality • perspective • acoustic • dynamic range.
Signal processing may include:	• amplitude (dynamic) signal processing • noise processing • spectrum signal processing • time signal processing.
Work environment may include:	• dubbing theatre • on location • outside broadcast • post-production studio • recording studio • sound stage.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUSSOU301A Provide sound reinforcement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate sound reinforcement systems for live performances. The emphasis is on front-of-house speaker systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Sound reinforcement is about making live or prerecorded sounds louder and distributing the sound mix through a loudspeaker system to an audience. This work is undertaken by sound technicians who could be providing sound reinforcement for a range of productions in the live entertainment, events and broadcasting industries. Sound reinforcement systems can be as simple as a single microphone and PA system in a room to the very complex system required for live outdoor concerts with audiences in the tens of thousands. The latter situation requires a team of audio engineers and technicians. The work often involves long or irregular hours. The ability to work cooperatively as part of a production team is essential. Skills associated with setting up and testing audio equipment in venues are covered in:

	CUSSOU303A Set up and disassemble audio equipment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Prepare for sound reinforcement operations	- In consultation with <i>relevant personnel</i> confirm front-of-house sound reinforcement requirements, referring to <i>production documentation</i> as required <i>Check</i> that <i>equipment</i> has been correctly installed and tested

ELEMENT	PERFORMANCE CRITERIA
	3. Prepare for playback of prerecorded material as required 4. Ensure that equipment anticipates the need for standby facilities 5. Adjust the sound system to take account of venue acoustics and do final sound check
Monitor sound reinforcement operations	6. Ensure that sound quality and balance meet artistic and technical requirements 7. Monitor sound levels to ensure they do not exceed safe noise levels 8. Promptly identify and rectify malfunctions with minimum disruption to sound quality 9. Communicate appropriately with relevant personnel throughout the production
Complete work operations	10. Complete required documentation in line with enterprise procedures 11. Assist with the disassembly of audio equipment as required 12. Seek feedback from relevant personnel on own work performance and note areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - interpret and clarify written and verbal instructions
 - make verbal fault reports to appropriate personnel
 - interpret block diagrams of equipment and system set-ups
 - read and interpret sound documentation
 - read manufacturing specifications and installation manuals
 - work effectively in a team environment
- critical-listening and aural-discrimination skills when operating sound reinforcement systems in a range of venues
- initiative and enterprise skills in the context of dealing effectively with equipment malfunction in a live performance environment

REQUIRED SKILLS AND KNOWLEDGE

- technical skills sufficient to:
 - operate sound reinforcement systems
 - test sound equipment in line with industry standards
- planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise
- problem-solving skills sufficient to identify typical faults that may occur in sound reinforcement systems

Required knowledge

- basicaudio principles and practices, including:
 - range of microphones and contexts in which they are used
 - microphone characteristics, e.g. frequency response, sensitivity and polar patterns
 - effect of microphone placement on quality of sound
 - characteristics of sound in a range of environments
 - signal-to-noise ratio, signal phase and audio level/headroom control
 - audible defects in analogue and digital technologies
 - features of mixers, amplifiers, speakers and effects racks
- basic principles of acoustics, including:
 - frequency
 - pitch
 - amplitude
 - loudness
 - velocity
 - wavelength
 - delay
 - sound absorption
 - timbre
 - sound envelope
- basic understanding of psychoacoustic principles, including:
 - spatial hearing
 - direct sound
 - early sound
 - reverberant sound
 - room design
- techniques for aligning and testing audio equipment, including:
 - understanding electrical power (voltage, distribution, phasing, load and circuit

REQUIRED SKILLS AND KNOWLEDGE

- breaking)
 - knowledge of a range of sound equipment and associated operating principles (level, impedance, phase and frequency)
 - testing and tagging electrical fittings in accordance with safety regulations
- issues and challenges that typically arise in the context of providing sound reinforcement
- OHS requirements, including:
 - licensing requirements for persons performing high risk work
 - safe manual-handling techniques
 - working safely with electricity and hazardous substances
 - principles of safe listening, such as safeguards against hearing loss

Evidence Guide**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:

- provide a live sound mix for performances on at least three occasions that demonstrates an understanding of room acoustics and the principles of sound reinforcement
- test equipment in line with production requirements
- work cooperatively in a team environment
- apply OHS procedures, particularly in relation to safe noise levels.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of industry-current equipment as listed in the range statement
- access to venues in which to install audio equipment
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for

EVIDENCE GUIDE	
	this unit: • case studies and questioning to assess candidate's understanding of OHS requirements • observation and/or video recordings of the candidate testing and operating sound reinforcement systems • written or oral questioning to test knowledge as listed in the required knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUESOU04C Mix live audio • CUESOU11B Set up and operate stage monitor systems • CUSOHS301A Follow occupational health and safety procedures • CUSSOU303A Set up and disassemble audio equipment.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• artists, musicians and performers • sound engineers and technicians • broadcasters • clients • directors • producers • program managers • venue managers • stage managers • sound designers • video and sound recorders.

RANGE STATEMENT	
<i>Productions</i> may include:	• live music or theatre performance • commercial • print advertisement • corporate video • feature film and/or video • filmed event and/or performance • interactive media product • internet production • electronic game production • radio broadcast • television program.
<i>Documentation</i> may include:	• house plans • sound plans • line diagrams • installation schedules • artistic requirements • scripts • musical scores • dubbing sheets • technical/equipment manuals • enterprise operating procedures and standards • stage plans • sound plots • design, director's and sound specifications • production and venue requirements • production schedules • OHS requirements and instructions • manufacturer specifications • performers' requirements • fault report sheets.
<i>Checking</i> may involve ensuring that:	• amplification equipment has been connected in the correct order • loudspeakers are positioned to: • produce optimum quality • avoid feedback and other extraneous noise • cables are: • routed and secured safely • visually unobtrusive • leads and associated electricals are patched into the correct input and output sockets

RANGE STATEMENT	
	adequate resources are available in the event of equipment breakdown.
Equipment may include:	- multi-range speaker systems - amplifiers - playback equipment - cables - headphones - microphones and accessories - mixing consoles and desks - monitors and speakers - signal processors and plug-ins - effects rack - turntables.
Preparation for playback of prerecorded material may involve:	- ensuring that playback machines are correctly referenced and synchronisation protocols are compatible - ensuring that technical and artistic requirements are met - checking sound levels with relevant personnel - ensuring that loudspeakers are close enough to relevant personnel to avoid coloration and time delay.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units	

Co-requisite units		

CUSSOU303A Set up and disassemble audio equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to install and disassemble sound equipment in a range of facilities. The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels. CPCCLDG3001A Licence to perform dogging CPCCLRG3001A Licence to perform rigging basic level CPCCLRG3002A Licence to perform rigging intermediate level CPCCLRG4001A Licence to perform rigging advanced level. Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering a construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit CPCCOHS1001A Work safely in the construction industry fulfils this requirement.

Application of the Unit

Application of the unit	People working as audio stagehands and sound technicians apply the skills and knowledge described in this unit. They are responsible for setting up, testing and disassembling audio equipment, such as microphones, sound systems and mixing consoles for a range of productions in the live entertainment, events and broadcasting industries. The work often involves long or irregular hours and can be physically demanding. The ability to work cooperatively as part of a production team is essential. Skills associated with operating audio equipment are covered in: • CUSSOU302A Record and mix a basic music demo.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Prepare for installation of audio equipment	1. In consultation with relevant personnel confirm sound equipment requirements, referring to production documentation as required 2. Together with relevant personnel, assess the acoustic properties of installation area to ensure that equipment and accessories are appropriate 3. Calculate power requirements and identify power locations and patching requirements 4. Communicate special requirements to relevant personnel so that they can be organised in a timely fashion
Install audio equipment	5. Safely and neatly secure and label cabling so that it is clear of moving elements 6. Set up power distribution 7. Position microphones, mountings, microphone accessories and cabling 8. As required, ensure that lapel microphones fitted to personnel meet technical performance standards 9. Provide phantom power at microphone inputs as required 10. Perform all installation work with due regard to mechanical and electrical safety considerations 11. Connect effects rack to mixer as required
Align audio equipment	12. Match interfaces between source and destination according to level, impedance, phase and frequency 13. Route test signals to the correct signal path 14. Check that the level of test signal is correct for production requirements 15. Check systems for potential feedback frequency problems and make adjustments as required
Test audio equipment	16. Check all microphone lines for continuity and patching 17. Test microphones to ensure that they are functioning correctly to produce the required sound 18. Fit microphones to relevant personnel to perform sound cues as required 19. Patch, test and tune sound system to suit facility

ELEMENT	PERFORMANCE CRITERIA
	20. Conduct sound check and document adjustments according to organisational procedures 21. Inform relevant personnel of problems that arise during testing so that they can be rectified in a timely fashion
Disassemble audio equipment	22. Disassemble equipment safely, giving due consideration to other production requirements 23. Ensure that all equipment and accessories are packed and stored according to safety regulations and production requirements 24. Check hired equipment against inventory before packing and report lost or damaged equipment to the appropriate personnel 25. Pack sound equipment for transit as required 26. Clean work environment after use and restore environment to previous condition 27. Seek feedback from relevant personnel on own work performance and note areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - interpret and clarify written and verbal instructions
 - make verbal fault reports to appropriate personnel
 - interpret block diagrams of equipment and system set-ups
 - read and interpret sound documentation
 - read manufacturing specifications and installation manuals
 - work effectively in a team environment
- initiative and enterprise skills in the context of applying critical-listening and aural-discrimination skills when setting up audio equipment
- numeracy skills sufficient to calculate duration and capacity of recording media
- technical skills sufficient to:
 - set up and disassemble audio equipment for playback, mixing and recording in line with manufacturer's manuals and OHS specifications
 - run and patch cables neatly and safely

REQUIRED SKILLS AND KNOWLEDGE

- test sound equipment in line with industry standards
- planning and self-management skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance when problems arise
- problem-solving skills sufficient to identify typical faults that may occur in audio-production environments

Required knowledge

- basic audio principles and practice, including:
 - range of microphones and contexts in which they are used
 - microphone characteristics, e.g. frequency response, sensitivity and polar patterns
 - effect of microphone placement on quality of sound
 - characteristics of sound in a range of environments
 - signal-to-noise ratio, signal phase and audio level/headroom control
 - audible defects in analogue and digital technologies
 - features of mixers, amplifiers, speakers and effects racks
- basic principles of acoustics, including:
 - frequency
 - pitch
 - amplitude
 - loudness
 - velocity
 - wavelength
 - acoustical phase
 - timbre
 - sound envelope
- basic understanding of psychoacoustic principles, including:
 - spatial hearing
 - direct sound
 - early sound
 - reverberant sound
 - room design
- techniques for installing, aligning and testing audio equipment, including:
 - understanding electrical power (e.g. voltage, distribution, phasing, load and circuit breaking)
 - knowledge of a range of sound equipment and associated operating principles (e.g. level, impedance, phase and frequency)

REQUIRED SKILLS AND KNOWLEDGE

- testing and tagging all electrical fittings in accordance with safety regulations
- issues and challenges that typically arise in the context of setting up and disassembling audio equipment
- OHS requirements, including:
 - licensing requirements for persons performing high risk work and entering building sites
 - safe manual-handling techniques
 - working safely with electricity and hazardous substances
 - principles of safe listening, such as safeguards against hearing loss

Evidence Guide**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:

- install and disassemble audio equipment on at least three occasions
- interpret sound plans
- test equipment in line with production requirements
- work cooperatively in a team environment
- apply OHS procedures, particularly in relation to working with electrical equipment and safe manual handling.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of industry-current equipment as listed in the range statement
- access to venues in which to install audio equipment
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for this unit:

- case studies and questioning to assess candidate's

EVIDENCE GUIDE	
	understanding of OHS requirements • observation and/or video recordings of the candidate installing, testing and disassembling audio equipment • written or oral questioning to test knowledge of basic principles and techniques of installing and testing audio equipment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUESOU01C Repair and maintain audio equipment • CUFIND301A Work effectively in the screen and media industries • CUSIND301A Work effectively in the music industry • CUSOHS301A Follow occupational health and safety procedures • CUSSOU301A Provide sound reinforcement • CUSSOU302A Record and mix a basic music demo.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• artists, musicians and performers • audio and sound engineers • audio and sound technicians • broadcasters • clients • directors • producers • photographers • post-production personnel • program managers

RANGE STATEMENT	
	• stage managers • sound designers and editors • sound effects personnel • video and sound recorders.
<i>Sound equipment</i> may include:	• amplifiers • sound reinforcement systems, including: • front-of-house • stage foldback • limiters • compressors • effects rack • turntables • analogue to digital converters • cables • compact disc (CD) and digital versatile disc (DVD) players and burners • computer technology and associated software • digital and analogue recording devices: • hard disk recorder, e.g. digital audio workstation (DAW) • digital audiotape recorder, e.g. S-DAT and R-DAT • digital videotape recorder (DVTR) • mini disc recorder (MD) • modular digital multi-track recorder (MDM) • open-reel analogue audiotape recorder • digital audio players, such as: • iPod • MP3 • headphones • microphones and accessories • mixing consoles and desks • monitors and speakers • signal processors and plug-ins • sequencers and samplers • musical instruments.
<i>Productions</i> may include:	• live music or theatre performance • commercial • print advertisement

RANGE STATEMENT	
	• corporate video • feature film and/or video • filmed event and/or performance • interactive media product • internet production • electronic game production • music recording and/or video • promotional trailer • radio broadcast • television program • voice-over.
Documentation may include:	• house plans • sound plans • line diagrams • installation schedules • artistic requirements • scripts • musical scores • dubbing sheets • technical/equipment manuals • enterprise operating procedures and standards • stage plans • sound plots • design, director's and sound specifications • production and venue requirements • production schedules • OHS requirements and instructions • manufacturer specifications • performers' requirements • fault report sheets.
Installation area may include:	• stage • venues • auditorium • hotels • clubs • front of house.
Positioning microphones includes taking account of factors, such as:	• ensuring that safety procedures are followed • organisational requirements • production requirements • ensuring optimum sound quality

RANGE STATEMENT	
	ensuring that cabling is mechanically sound and does not transmit vibration to microphones.
Microphones may include:	- boundary (PZM) - capacitor/condenser, such as: - electret - lavalier - mini microphone - transistor - tube - contact - digital - directional, such as: - single entry port - multiple entry port - multi/poly-directional - dual-element - dynamic, such as: - moving coil - ribbon - headset - lapel - low and/or high impedance - microphone systems, such as: - adaptive array - binaural - high definition - parabolic - surround sound - wireless - cordless - FM - radio transmitter - noise cancelling - shotgun.
Microphone accessories may include:	- boom poles, including: - aluminium - carbon fibre

RANGE STATEMENT

	• fisher • hand-held • perambulator • remote panner • tripod • cables, including: • balanced • unbalanced • clips • connectors, including: • female • male • XLR • housing • pop filters • shock mounts • stands, including: • desk • floor • gooseneck • windscreens.
<i>Technical performance standards</i> for lapel microphones may include:	• ensuring that safety procedures are followed • positioning and connecting aerial optimised pick-up • choosing a transmitter frequency that minimises interference with nearby channels in the frequency band • ensuring that transmitters have appropriate sensitivity • rigging microphone within relevant constraints • ensuring that connection of aerial and related cabling is secure • ensuring that transmitter-receiver location is unobtrusive and comfortable for relevant personnel • ensuring that transmitter-receiver location produces optimum output • ensuring that interaction with relevant personnel is discreet, tactful and causes minimum disruption

RANGE STATEMENT	
	ensuring that items that may negatively affect transmission are not present on relevant personnel.
<i>Mechanical safety considerations</i> may include:	- observing OHS requirements when installing and checking equipment - checking that the position of microphones, mountings and other recording equipment is safe - using safety chains - laying cabling to avoid potential mechanical danger and to ensure safety.
<i>Electrical safety considerations</i> must include:	- following OHS procedures when setting up and checking electrical equipment - checking that mains or generator supply is sufficient for maximum load requirements - ensuring that cables used are correctly rated, including three-phase cable to dimmers - laying cabling so that it does not obstruct the free movement of other equipment or endanger personnel - ensuring that maintenance of cabling and connectors meets OHS requirements - ensuring that all components of sound equipment are connected to the correct voltage supply - ensuring that distribution of electrical loading is within working limits - ensuring that all electrical fittings are tested and tagged in accordance with safety regulations.
<i>Production requirements</i> may include:	- purpose and style of production - sound specifications - venue or location requirements - production schedule - organisational policies and procedures - legislative and/or organisational OHS requirements - manufacturer specifications - performers' requirements - resource constraints - length of the run of the production - attributions

RANGE STATEMENT	
	• audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • intellectual property • interviews.
Sound cues may be required for:	• audience PA • effects • foldback to stage.
Packing sound equipment may involve:	• ensuring that containers are suitable for the storage and carriage of the equipment in a safe and secure manner • ensuring that packing of hazardous items complies with current regulations • labelling containers accurately and clearly • checking containers for durability • ensuring documentation for packed equipment is accurate and legible • adhering to strict forward production timelines.
Work environment may include:	• dubbing suite • on location, including interior and exterior • outside broadcast • post-production studio • recording studio • sound stage.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units	

CUSSOU402A Develop and implement sound plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement sound plans for productions. This involves researching the most appropriate sound systems to use, identifying everything needed to meet creative and technical requirements, and supervising the implementation of sound plans. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Sound technicians and supervisors apply the skills and knowledge described in this unit. They are responsible for developing and implementing sound plans to meet production requirements. Industry sectors in which they work include music (live and recorded), television, radio, film, video, stage productions and corporate events. Depending on the type of production, they could be developing a sound plan in response to specifications from a sound designer.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Establish brief for sound system	1. Liaise with the <i>relevant personnel</i> to determine the project requirements 2. Undertake research to determine the best options for meeting <i>production requirements</i> 3. Consider available budget and other resources when determining the scope of the <i>production</i> 4. Source additional expertise as required
Produce sound plan	5. Develop a draft <i>sound plan</i> to meet production requirements 6. Ensure that microphone plots, <i>sound sources</i>, block diagrams and layout are drawn and notated as required 7. Anticipate problems that might arise and plan accordingly

ELEMENT	PERFORMANCE CRITERIA
	8. Seek feedback on draft sound plan from relevant personnel and amend plan
Implement sound plan	9. Ensure that all parties meet their obligations, adhere to quality standards and work within project requirements 10. Ensure that relevant personnel are involved in negotiating and agreeing on changes to the sound plan 11. Ensure that sound system is tuned to achieve desired result 12. Ensure that equipment technical problems are addressed in ways that cause least disruption to productions 13. Ensure that all work is undertaken with due regard to OHS requirements 14. Prepare and update documentation as required
Evaluate operations	15. In consultation with relevant personnel identify aspects of the production that worked well and those that could be improved 16. Evaluate own role in operations and note areas for improvement 17. Provide feedback to team members on their performance as required 18. Document evaluation of operations in line with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - liaise and negotiate with sound-production personnel
 - supervise the implementation of sound plans
 - clearly explain/offer options about sound systems for a range of productions
- critical-listening and aural-discrimination skills in the context of sound operations
- initiative and enterprise skills in the context of:
 - contingency planning
 - responding effectively to equipment or system malfunction and other unexpected events during productions

REQUIRED SKILLS AND KNOWLEDGE

- literacy skills sufficient to:
 - read and interpret recording documentation
 - document and annotate sound plans
- numeracy skills sufficient to calculate the range of recording devices needed to capture sound in various environments
- planning and organisational skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - locate and use relevant sources of information in the context of preparing sound plans
- technology skills sufficient to:
 - work with a variety of audio equipment
 - identify and rectify equipment faults

Required knowledge

- techniques and principles in sound system specification, including:
 - applying acoustic principles when evaluating sound systems and their components
 - operational knowledge of a wide range of sound-recording equipment
 - how sound is incorporated into the artistic, technical and operational requirements of productions
 - features and operating characteristics of noise reduction systems
 - fault finding techniques and procedures
 - testing procedures
 - drawing and annotating sound systems in sound plans
- issues and challenges that typically arise in the context of developing and implementing sound plans
- OHS principles of safe listening, including safeguards against hearing loss

Evidence Guide**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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare sound plans that clearly specify all production requirements • implement sound plans on at least two occasions • supervise the work of others • work collaboratively with team members.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of industry-current equipment as listed in the range statement • access to venues and productions or events • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies, and written or oral questioning to test knowledge as listed in the required knowledge section of this unit • authenticated copies of sound plans developed by the candidate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS407A Monitor a safe workplace • CUSSOU401A Record sound • CUSSOU405A Mix recorded music • CUSSOU407A Coordinate location sound recording.

Range Statement

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.

RANGE STATEMENT	
<i>Relevant personnel</i> may include:	• artists, musicians and performers • audio personnel: • sound engineers • sound technicians • sound editors • sound designers • sound effects personnel • post-production editors • foldback mixers • front-of-house mixers • recordists • re-recording mixers • audio stagehands • broadcasters • broadcast engineers • directors • producers • photographers • program managers • stage managers • floor managers • film/video crew.
<i>Production requirements</i> may include:	• attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.

RANGE STATEMENT	
<i>Productions</i> may include:	• live performance or event • commercial • print advertisement • corporate video • feature film and/or video • filmed event and/or performance • interactive media product • internet production • electronic game production • music recording and/or video • promotional trailer • radio broadcast • short film and/or video • television program • training film and/or video • voice-over.
Elements of a <i>sound plan</i> may include:	• list of equipment required • features of the sound system • personnel required • block diagrams to indicate positioning of equipment for optimum effect • pre-production testing arrangements • venue considerations • budget • performers' requirements • interaction with other production elements, e.g. lighting • sound sources.
<i>Sound sources</i> may include:	• dialogues and voice-overs • additional dialogue recording (ADR) • effects (FX) • music produced acoustically or electronically • foley • atmosphere • sounds from the natural environment.
<i>Equipment</i> may include:	• amplifiers • limiters • compressors • effects rack • turntables

RANGE STATEMENT

	• analogue to digital converters • cables • compact disc (CD) and digital versatile disc (DVD) players and burners • computer technology and associated software • recording devices: • hard disk recorder, e.g. digital audio workstation (DAW) • digital audiotape recorder, e.g. S-DAT and R-DAT • digital videotape recorder (DVTR) • mini disc recorder (MD) • modular digital multi-track recorder (MDM) • digital audio players, such as: • iPod • MP3 • headphones • microphones and accessories • mixing consoles and desks • monitors and speakers • signal processors and plug-ins • sequencers and samplers • musical instruments.
Documentation may include:	• microphone plots • sound sources • block diagrams • layout • cue sheets • track sheets • dubbing charts • equipment instructions • OHS requirements • organisational standards • performers' requirements • production schedules and set-up reports • shot lists • sound and audio reports • storyboards • technical manuals.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUSSOU403A Perform advanced sound editing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform advanced sound editing. This involves assessing the quality of original recorded sound against production requirements, determining the scope of the sound-editing project, preparing source materials for sound editing, editing sound in line with production requirements, and applying sound effects to enhance the final product. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to sound editors who edit music and sound effects for film, television, interactive media and music productions as well as to technicians who work in film and sound archives. This work is undertaken with minimal supervision and guidance. Sound editors at this level could also be responsible for supervising others. This unit builds on the skills covered in the imported unit: CUFSOU204A Perform basic sound editing.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Prepare for sound editing	1. Participate in pre-production meetings with <i>relevant personnel</i> to discuss <i>production requirements and procedures</i> 2. Check that necessary copyright releases have been organised 3. Consider the impact of different <i>release sound formats</i> when planning editing work 4. Check sound <i>equipment</i> to ensure it is operational and appropriate for the task 5. Prepare a team work plan as required and brief relevant personnel accordingly

ELEMENT	PERFORMANCE CRITERIA
	6. Obtain original sound sources and assess their quality against production requirements 7. Check any documentation in the receipt and preparation of original recordings and copies for productions 8. Advise where sound sources do not meet quality and production requirements and propose options to resolve issues as required 9. Anticipate problems that may arise during the editing process and plan accordingly
Edit complex sound sequences	10. Check the format of all sound sources, ensuring it is compatible with editing software, equipment and media output 11. Critically listen to sound sources to determine the extent and range of required edits 12. Manipulate editing software and equipment to produce required outcomes and to resolve identified problems 13. Work sensitively and constructively with relevant personnel to achieve best production outcomes
Create overall sound context	14. Determine the purpose for which sound is being used in productions 15. Identify, select and/or produce appropriate sound effects or elements 16. Apply knowledge and understanding of sonic lexicon to enhance final creative outcomes 17. Note sound effects and elements on spotting sheets 18. Incorporate sound effects and elements to meet creative requirements
Finalise editing operations	19. Participate in spotting sessions with relevant personnel and make adjustments to mix as required 20. Ensure that final files are in the correct format 21. Manage the quality check of the final sound mix in line with enterprise procedures and production requirements 22. Archive edited audio files and complete associated documentation according to enterprise procedures 23. Ensure that work environment is left clean and ready for the next user 24. In collaboration with support personnel, organise and maintain sound effects libraries for future productions 25. Provide feedback to other team members as required 26. Evaluate own performance against technical and creative criteria and note areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - work collaboratively with project team personnel and sound-production personnel
 - provide feedback to project personnel on appropriate editing techniques
 - provide critical feedback on problems with technical quality of masters and condition of equipment
- literacy skills sufficient to:
 - log and label recorded material
 - accurately note sound effects on spotting sheets
 - read and interpret an edit decision list (EDL)
- numeracy skills sufficient to calculate duration and capacity of media at various speed/sample rates
- initiative and enterprise skills in the context of:
 - finding creative solutions to sound-editing challenges
 - applying critical-listening skills to analyse sound recordings and finding solutions to creative and/or technical problems
- learning skills sufficient to maintain currency of knowledge of editing software and equipment upgrades
- planning and organisational skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - locate sound effects
- problem-solving skills sufficient to promptly and effectively rectify sound defects, system failures and mechanical breakdowns
- technology skills sufficient to:
 - use a variety of sound-editing equipment and software on both PC and MAC operating systems
 - manage file systems
 - make regular backups

Required knowledge

- principles of sonic storytelling, e.g. using sound (or silence) to:
 - focus attention

REQUIRED SKILLS AND KNOWLEDGE

- intensify action
- set pace
- set mood
- evoke feelings
- well-developed understanding of psychoacoustic principles, including:
 - spatial hearing
 - direct sound
 - early sound
 - reverberant sound
 - studio and control room design
 - ergonomics
- well-developed understanding of audio principles, including:
 - frequency
 - pitch
 - amplitude
 - loudness
 - velocity
 - wavelength
 - acoustical phase
 - timbre
 - sound envelope
- intellectual property implications in relation to sound design
- picture and sound synchronisation, including:
 - time codes
 - frame rates
 - sample rates
 - clock leader 2 pips
- principles and techniques of sound editing, including:
 - manipulating sound to achieve technical and creative outcomes
 - using effects to achieve a range of functional sound requirements
 - eliminating audible defects
 - compatibility of different digital standards
 - identification/logging requirements
 - file formats, technical standards and compression
- issues and challenges that typically arise in the context of performing complex sound edits
- OHS principles of:
 - safe listening, including safeguards against hearing loss

REQUIRED SKILLS AND KNOWLEDGE

- using a computer and keyboard for periods of time

Evidence Guide**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 all features of a range of current industry sound-editing software and equipment
- make critical editing decisions that enhance the quality and impact of the final sound
- incorporate a range of sound effects into the final mix
- work cooperatively in a team environment
- meet deadlines.

Context of and specific resources for assessment

Assessment must ensure:

- access to current industry-standard equipment as listed in the range statement
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for this unit:

- observation of candidate undertaking complex sound edits, including the incorporation of sound effects
- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate
- authenticated recordings of material edited by the candidate
- case studies and scenarios as a basis for discussing issues and challenges that arise in the context of complex sound editing.

Guidance information for

Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended, for example:

- CUSSOU404A Edit dialogues.

Range Statement**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:

- performer
- composer
- sound supervisor
- supervising sound editor
- preservation supervisor
- archivist
- effects editor
- effects mixer
- sound mixer
- recordist
- re-recording mixer
- audio assistant
- audio and sound engineer
- director
- producer
- post-production picture editor
- post-production manager
- program manager
- sound designer.

Production requirements and procedures may include:

- creative
- technical
- file formats
- agreement on file naming structures
- work flow after capture
- prerelease screenings to check quality of sound

RANGE STATEMENT	
	- mix • technical checks • spotting sessions • attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
<i>Release sound formats</i> may include:	• IMAX multichannel system • 5.1 surround sound: • cinema • television • 4-track Dolby stereo • 2-track stereo • internet • games • radio.
<i>Equipment</i> may include:	• digital audio workstation (DAW) with software, such as: • Pro Tools • Nuendo • Pyramix • Fairlight • Sound Forge • Adobe Audition • Final Cut Pro • Avid • EDL software

RANGE STATEMENT	
	• mixing consoles • outboard gear, such as: • re-verb unit • sub-base harmoniser • de-esser • compressor.
Sound sources may include:	• dialogues and voice-overs • special effects • music • walla • ambient sound • atmospheric sound • foley.
Documentation may include:	• pre-mix scripts • mixing sheets • track sheets • de-noising documents • cue sheets • dubbing sheets • queries • notes • manuals.
Production may include:	• commercial • print advertisement • corporate video • feature film and/or video • filmed event and/or performance • interactive media product • internet production • electronic game production • music recording and/or video • promotional trailer • radio broadcast • short film and/or video • television program • training film and/or video • oral histories • voice-over.
Format may include:	• audio/sound, such as:

RANGE STATEMENT	
	• DAT • AIF (AIFF) • WAV • broadcast WAV format (BWF) • WMA • MIDI • OGG • advanced audio coding (AAC) • Apple Lossless • magnetic tape • Real Audio • QuickTime • MP3 • computerised data.
Media may include:	• radio • video • CD • DVD • DAT • computer hard drive • internet • mobile device • film.
Manipulating editing software may include:	• adjusting and normalising audio levels • inserting: • transitions • sound effects • music • voice-overs • overlays • manipulating audio clips, such as: • cutting • pasting • copying • moving • splitting.
Purpose may include:	• breaking the screen plane • defining space

RANGE STATEMENT	
	• focusingÂ attention • establishingÂ locale • creatingÂ environment • emphasisingÂ action • intensifyingÂ action • depictingÂ identity • settingÂ pace • providingÂ counterpoint • creatingÂ humour • symbolisingÂ meaning • creatingÂ metaphor • unifyingÂ transition • creating silence.
Producing sound effects may involve:	• creating and synchronising effects in a post-production studio • recording during shooting • collecting in the field • generating effects electronically.
Sonic lexicon may refer to genres, such as:	• silent film • natural history • drama productions • animation • comedy • horror.
Work environment may include:	• dubbing theatre • on location, including interior and exterior • outside broadcast • post-production studio • recording studio • sound stage • cultural institution • archive.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUSSOU404A Edit dialogue

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to edit dialogue for a screen production. As with all post-production work, a high level of attention to detail is required to ensure that the final edit is free of uneven sound. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Dialogue editors working on film, television and video productions apply the skills and knowledge described in this unit. Though work is typically undertaken with limited supervision or guidance, dialogue editors are expected to liaise closely with other production personnel.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Clarify project requirements	1. Assess the quality of the original recorded <i>dialogue and sound</i> against creative and technical <i>production requirements</i> 2. Identify which sound and dialogue are acceptable, borderline and/or not acceptable through discussion with <i>relevant personnel</i> 3. Determine creative and <i>technical adjustments</i> to dialogue and sound that are needed to meet the requirements of the brief 4. Establish a timeline for completing the dialogue and sound-editing process to ensure <i>production</i> requirements are met 5. Anticipate problems that may arise in the process of completing work and plan accordingly
Prepare to edit dialogue	6. Check dialogue and sound <i>equipment</i> to ensure it is operational and appropriate for the task 7. Resolve technical faults and problems in line with

ELEMENT	PERFORMANCE CRITERIA
	workplace procedures 8. Ensure that file systems are set up in a logical way and that relevant personnel have access to them 9. Prepare work copies in quantity to meet ongoing production requirements 10. Undertake all activities according to OHS procedures 11. Check and complete documentation in line with enterprise procedures
Clean up dialogue	12. Provide advice to relevant personnel on requirements for automated dialogue replacement (ADR) 13. Ensure that sync FX are stripped from the dialogue as required 14. Clean up the sync sounds to ensure all dialogue and sound edits fit together smoothly 15. Find alternative takes as required and determine which takes need to be re-recorded to ensure that the quality of final sound mix meets production requirements 16. Oversee the recording of post-sync dialogue and sound as required, ensuring relevant personnel have copies of the appropriate documentation 17. Make regular backups of files to ensure that work in progress can be retrieved if computer equipment malfunctions 18. Recognise potential problems with the creative and technical quality of edited material and adjust as required in consultation with relevant personnel 19. Present final edit to relevant personnel for evaluation against creative, technical and production criteria
Complete work operations	20. Ensure track layout is legible, consistent and clearly indicates the range of different dialogue and sound 21. Ensure the edit master copy is delivered in the correct format 22. Organise duplication of the master copy, as required 23. Store relevant versions of edited material according to enterprise procedures 24. Ensure that the work environment is clean and ready for use by the next user
Evaluate work	25. In consultation with relevant personnel identify aspects of the process of editing dialogue that worked well and those that could be improved 26. Review creative content and technical quality of edited

ELEMENT	PERFORMANCE CRITERIA
	material to ensure that required standards were met 27. Evaluate own role in operations and note areas for improvement 28. Provide feedback to team members on their performance as required 29. Document evaluation of operations in line with enterprise procedures and use results of evaluation to improve own work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, literacy and teamwork skills sufficient to:
 - work cooperatively with production personnel
 - provide critical feedback on problems with technical quality of masters and condition of equipment
 - read and interpret an edit decision list (EDL)
 - log and label dialogue and sound files and versions of edited material, including masters and copies
- numeracy skills sufficient to:
 - calculate duration and capacity of recording media at various speed/sample rates
 - identify and interpret synchronisation time codes
- initiative and enterprise in the context of:
 - applying extreme attention to detail to ensure that dialogue and sound edits meet creative and technical requirements
 - applying critical-listening skills to assess the quality of dialogue tracks for ADR
 - ADR recording, e.g. spotting sync and understanding how to manipulate it
- learning skills sufficient to maintain currency of knowledge of editing equipment upgrades
- planning and organisational skills sufficient to prioritise work tasks and meet deadlines
- problem-solving skills sufficient to promptly and effectively rectify system failures and mechanical breakdowns

REQUIRED SKILLS AND KNOWLEDGE

- technology skills sufficient to:
 - use a variety of sound-editing equipment and software on both PC and MAC operating systems
 - manage file systems
 - make regular backups
 - make suitable track layouts

Required knowledge

- understanding of how sound is used in screen productions, for example to:
 - focus attention
 - intensify action
 - set pace and mood
 - evoke feelings
- understanding of how sound is locked to picture
- industry knowledge, including:
 - features of a range of sound-editing equipment and facilities
 - roles and responsibilities of post-production personnel, including well-developed understanding of documentation and files that editors typically provide
 - filmic language and other relevant terminology
 - sound-editing conventions used in film and video production
 - issues and challenges that typically arise in the context of editing dialogue
- picture and sound synchronisation, including:
 - time codes
 - frame rates
 - sample rates
 - clock leader 2 pips
- principles and techniques of dialogue and sound editing, including:
 - splitting and laying sound and dialogue tracks to ensure consistency
 - different dialogue and sound-editing methods
- function of metadata tags, such as:
 - album
 - artist
 - defaults
 - description
 - episode
 - resolution
 - track
 - version

REQUIRED SKILLS AND KNOWLEDGE

- OHS principles of:
 - safe listening, including safeguards against hearing loss
 - observing regulations with regard to working for periods of time at computers

Evidence Guide**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:

- split and edit dialogue and sound for a film or television production
- review the technical quality of edited material so that it conforms to industry standards
- use a range of industry-current sound-editing equipment and accessories
- work cooperatively in a team environment
- meet deadlines.

Context of and specific resources for assessment

Assessment must ensure:

- access to current industry-standard equipment as listed in the range statement
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for this unit:

- observation of candidate undertaking dialogue and sound-editing work
- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate
- authenticated recordings of dialogue and sound edited by the candidate
- case studies and scenarios as a basis for discussing

EVIDENCE GUIDE	
	issues related to editing dialogue and sound.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: CUSSOU403A Perform advanced sound editing.

Range Statement

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.	
<i>Dialogue and sound</i> may include:	- original dialogue and sound - replacement of original dialogue and sound - fill track - wild track - library atmosphere/sound - sync FX - post-sync dialogue - additional dialogue: - re-recorded - narration - additional sounds: - voice-over - walla - loop group - crowds - music.
<i>Production requirements</i> may include:	- creative - technical - artistic - attributions - audience - budget

RANGE STATEMENT	
	• confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
Relevant personnel may include:	• performer • sound supervisor • supervising sound editor • effects editor • effects mixer • sound mixer • recordist • re-recording mixer • audio assistant • audio and sound engineer • director • producer • post-production picture editor • program manager • sound designer.
Technical adjustments may include:	• cleaning up: • removing bumps and clunks • extending background noises • filling holes • finding alternative takes • fixing sync • laying additional background atmospheres • post-syncing dialogue.
Productions may include:	• feature films • documentaries • games

RANGE STATEMENT	
	• animated productions • short films • commercials • filmed events or performances • music videos • television productions of any type.
Equipment may include:	• digital audio workstation (DAW) with software, such as: • Pro Tools • Nuendo • Pyramix • Fairlight • EDL software • mixing consoles • outboard gear, such as: • re-verb unit • sub-base harmoniser • de-esser • compressor.
File systems may be established for:	• dialogue • sound effects • music • sections of the production • final master.
Work copies may include:	• post-production masters • digital replications.
OHS procedures may include:	• ergonomic factors: • physical manoeuvres • safe handling techniques • lighting conditions • emergency procedures • safe working conditions.
Documentation may be:	• computer-generated • manually written • timecode log sheets for location sound recordings • wild line and sound effects log sheets • scripts • ADR or post-sync sheets

RANGE STATEMENT	
	• sound reports • shot lists • sound library lists • edit decision lists (EDLs) • editing schedules • continuity scripts • manufacturer schedules • manufacturer specifications and instructions • contracts • memos of instruction • budgets • fault reports • marked-up scripts • marked-up transcripts.
<i>Sync FX</i> may include:	• doors opening and closing • footsteps • clothing rustling • cars • baby cries • domestic sounds • other natural sounds • walla.
<i>Format</i> may include:	• AIF (AIFF) • WAV • broadcast WAV format (BWF) • WMA • MIDI • OGG • advanced audio coding (AAC) • Apple Lossless • Real Audio • QuickTime • MP3.
<i>Work environment</i> may include:	• mixing theatre • dubbing theatre • on location, including interior and exterior • ADR recording studio • edit room • production office.

RANGE STATEMENT**Technical quality** may include:

- sound clarity
- audio level
- audio balance
- smoothness of sound
- equalisation
- gating/noise reduction
- drop-outs in tracks
- overlap of sounds
- pitch
- flaming
- phasing.

Unit Sector(s)**Unit sector****Competency field****Competency field**

Media and entertainment production - audio/sound

Co-requisite units**Co-requisite units**

CUSSOU407A Coordinate location sound recording

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate location sound-recording operations for screen productions. Well-developed understanding of how sound is used in screen productions is essential, along with the ability to work cooperatively and sensitively with performers and other production crew members. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Senior sound recordists apply the skills and knowledge described in this unit. They are responsible for ensuring that all dialogue and sound is recorded in line with technical and creative production requirements. On a low budget production they would typically be responsible for recording all sound, while on a large budget production they could be supervising sound recordists and monitoring the quality of recorded sound from a mixing desk.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Clarify recording requirements	1. Participate in pre-production meetings with <i>relevant personnel</i> to determine scope of recording required 2. Plan recording with reference to scripts and other production <i>documentation</i> 3. Organise script extracts for sound recordists as required 4. Visit all locations to identify issues or problems that might arise in the context of recording sound and plan accordingly 5. Prepare a team work plan as required and brief personnel accordingly 6. Ensure the selection of sound <i>equipment and accessories</i> meets <i>production</i> requirements
Prepare for location	7. Ensure recording devices have sufficient capacity for

ELEMENT	PERFORMANCE CRITERIA
recording	expected duration of recordings 8. Ensure adequate supply of consumables is available for duration of sound recordings 9. Check that sound equipment and accessories are in working order prior to shoots 10. Negotiate with relevant personnel prior to shoots to ensure that recorded sound will meet post-production requirements 11. Ensure that sound equipment and accessories are rigged according to safety, and technical and production requirements
Monitor location sound recording	12. Participate in technical run-throughs or rehearsals to determine optimum positioning of boom and other microphones for recording dialogue and sound effects 13. Monitor the quality of sound being recorded and request additional takes as required 14. Provide advice to and supervise sound recordists as required
Finalise sound-recording operations	15. Ensure that recordings are saved in the appropriate format and logged/filed in line with organisational procedures 16. Ensure that safety copies or backups are made in line with organisational procedures 17. Ensure that sound equipment and accessories are de-rigged, checked and cleaned appropriately 18. Ensure that locations are clean and restored to their pre-recording condition 19. Provide feedback to team members as required 20. Evaluate own performance against technical and creative criteria and note areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - work cooperatively with camera and lighting operators and others involved in

REQUIRED SKILLS AND KNOWLEDGE

- film shoots
 - supervise sound-recording personnel
 - respond appropriately to requests from performers
 - treat performers sensitively and with respect when requesting additional sound takes
- numeracy skills sufficient to calculate duration and capacity of recording media at various speed/sample rates
- learning skills sufficient to maintain currency of knowledge of recording equipment upgrades
- literacy skills sufficient to read and interpret scripts and production documentation
- planning and organisational skills sufficient to:
 - prioritise work tasks
 - meet deadlines
- initiative and enterprise skills in the context of:
 - finding creative solutions to sound-recording challenges
 - demonstrating a precise attention to detail
- problem-solving and self-management skills sufficient to:
 - apply critical-listening skills to sound recordings to identify faults in recording
 - comply with on-set protocols
 - work effectively under pressure
- technology skills sufficient to:
 - use a variety of sound-recording equipment
 - manage file structures to ensure compatibility with syncing and editing
 - make regular backups

Required knowledge

- roles and responsibilities of film and television production personnel
- on-set protocols
- well-developed understanding of how sound is used in film productions, including the interrelationship of dialogue, sound effects and musical elements
- well-developed understanding of sound post-production requirements
- principles and techniques of recording sound for screen productions, including:
 - picture and sound synchronisation
 - creating a sense of audio continuity
 - interaction with camera and lighting crew
 - principles of sound, in particular direct versus reflected sound, sound perspective
 - operational principles of microphones, including microphone placement
 - operational/technical limitations of recording media

REQUIRED SKILLS AND KNOWLEDGE

- acceptable compromises when it comes to the quality of captured sound
- potential for parallax errors when operating side-on to the sound source
- cues and how to respond to them
- recording formats and technical standards
- timecode levels and standards in analogue and digital applications
- issues and challenges that typically arise in the context of coordinating location sound recording
- OHS principles of safe listening, including safeguards against hearing loss
- relevant sections of the *Safety Guidelines for the Entertainment Industry*

Evidence Guide**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:

- plan sound-recording operations for screen productions
- monitor the quality of sound recording on location in line with production requirements
- work cooperatively in a team environment
- meet deadlines
- observe safety guidelines on set.

Context of and specific resources for assessment

Assessment must ensure:

- access to screen projects where dialogue and sound are being recorded
- access to industry-current sound equipment and accessories
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for this unit:

- case studies to assess candidate's ability to deal with

EVIDENCE GUIDE	
	challenges that typically arise in the context of coordinating location sound recording • evaluation of dialogue and sound recorded by and/or under the supervision of the candidate • evaluation of work plans prepared by the candidate • observation of candidate monitoring sound-recording operations on location • written or oral questioning to test knowledge as listed in the required knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSSOU401A Record sound • CUSSOU406A Record sound on location.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• director • producer • director of photography • production manager • first assistant director (1st AD) • sound supervisor • sound designer • sound recordist • boom operator • sound engineer • performer • actor • camera operator • lighting crew

RANGE STATEMENT	
	• art department • wardrobe department • make-up artist.
Documentation may include:	• production schedules • budgets • scripts • storyboards • shot lists.
Equipment and accessories may include:	• hard disk recorders • headphones • batteries • microphones, including: • dynamic • condenser • radio • omnidirectional • cardioid • hyper-cardioid • figure of eight • shotgun • microphone accessories, including: • tripod • windscreens • boom pole, including: • aluminium • carbon fibre • fisher • hand-held • perambulator • remote panner • cables, including: • balanced • unbalanced • cable extensions • clips • connectors, including: • female • male

RANGE STATEMENT	
	• XLR • housing • pop filters • shock mounts • stands, including: • desk • floor • gooseneck • amplifiers • mixers • speakers.
<i>Productions</i> may include:	• feature films • documentaries • short films and videos • animation • corporate videos • training films and videos • drama programs • variety and lifestyle programs • news and current affairs • music videos • recordings of live productions • commercials • print advertisements.
<i>Consumables</i> may include:	• CDs • DVDs • memory cards • batteries • masking tape, marker pens and labels • cue sheets.
<i>Post-production requirements</i> may include:	• sync FX • location sound (atmos) • additional dialogue • file management systems.
<i>Positioning</i> may involve:	• ensuring that boom and microphone are out of the frame of the camera • placing boom and microphone overhead • miking from below • mounting boom and microphone on a dolly

RANGE STATEMENT

	- determining movement of boom and microphone during recording of shots - ensuring that position of the microphone, mounts, their shadows and reflections are as unobtrusive as possible - ensuring that extraneous and unwanted noises are not captured - ensuring that boom and microphone are not safety hazards - placing multiple microphones in different positions to capture sound perspective of effects being recorded.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUSSOU501A Develop sound designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop sound designs from production briefs. Thorough understanding of the physical nature of sound is essential, along with research and creative-thinking skills to develop a range of options in response to design briefs. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Sound designers apply the skills and knowledge described in this unit. They work in live theatre, film, television and radio and are responsible for collaborating with other creative personnel to develop the overall sound or musical identity of productions. Skills associated with managing the process of sound design are covered in: • CUSSOU601A Manage production of sound designs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Interpret and confirm sound design briefs	1. Participate in preliminary concept meetings with <i>relevant personnel</i> to discuss creative and technical sound requirements of <i>productions</i> 2. Continue liaison with relevant personnel until all sound requirements have been confirmed in the context of overall <i>production requirements</i> 3. Identify and confirm additional personnel needed to fulfil the sound design brief
Break down components of sound design briefs	4. Identify and document the <i>sound sources</i> specified in the design brief to determine the content, quality and duration of the required sound components 5. Determine and where necessary <i>document</i> the creative and resource requirements for each sound component 6. Confirm and document the role of personnel required for

ELEMENT	PERFORMANCE CRITERIA
	the process of developing sound design projects
Experiment with sound components to express ideas	7. Cultivate and create an energy and environment that will promote the generation of ideas among team members and provide the motivation and incentive to bring ideas to fruition 8. Gather information from a variety of sources and generate, explore and record a range of ideas and options as a creative base for developing the required sound design 9. Transform and manipulate the ideas generated and select those ideas that have the most potential for technical and creative development of the required sound design
Assess creative ideas	10. Contemplate and consider the ideas selected from the creative base, reflecting on and evaluating their viability, cost, technical feasibility and suitability to meet the requirements of the design brief 11. Continuously evaluate and verify creative ideas for the components of the design brief based on the overall sound design concept
Design sound elements	12. Develop sound design concepts taking into consideration the brief and the ideas generated 13. Determine the relevant sound components required to implement the sound design in line with creative and technical requirements 14. Establish a clear relationship between the use and integration of sound components and the function, context and objectives of the work to determine the sound design 15. As required, hold ongoing discussions with relevant personnel to consider, confirm and incorporate additional or changed production requirements and new ideas to achieve best sound design concept 16. Present the sound design in a specification that best conveys the concept to relevant personnel, including those responsible for implementing the design 17. Confirm final design concept with relevant personnel to ensure that implementation is consistent with the design and that potential difficulties are addressed
Evaluate completed sound designs	18. Discuss and obtain agreement from relevant personnel on evaluation techniques to evaluate the completed sound design 19. Focus the evaluation on whether the sound design meets

ELEMENT	PERFORMANCE CRITERIA
	all aspects of the design brief, and on the viability of the implementation plan 20. Obtain detailed information and opinions from legitimate sources and document results for evaluation 21. Communicate results of evaluation to relevant personnel and use results to improve future practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills sufficient to locate and use relevant sources of sound and information to respond to creative requirements of sound design briefs
- communication and literacy skills sufficient to:
 - read and interpret design briefs
 - write reports documenting the design concept evaluation
 - develop sound design concept specifications
- initiative, enterprise and creative skills sufficient to:
 - listen critically to and continuously evaluate aspects of sound to fulfil and exceed the requirements of sound briefs
 - interpret music appropriately to ensure a sympathetic and appropriate approach to sound production
 - think laterally when developing concepts
 - shape music and sound imaginatively
 - communicate the production vision and concept within the constraints of production requirements
- problem-solving, planning and organisational skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - build contingencies into sound designs
 - provide appropriate and timely documentation
- teamwork skills sufficient to work cooperatively with and provide leadership to personnel involved in sound design and implementation
- technology skills sufficient to work with a variety of sound recording, production and playback equipment

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- well-developed understanding of psychoacoustic principles, including:
 - spatial hearing
 - direct sound
 - early sound
 - reverberant sound
 - studio and control room design
 - ergonomics
- techniques for developing concepts and enhancing innovation, such as brainstorming and mind mapping
- techniques for conducting evaluations of concept designs
- industry knowledge, including:
 - musical styles, forms, elements, systems, practices and customs
 - styles of musical interpretation and sound production
 - relevant musical terminology
 - varied characteristics of sound in a range of recording and performance environments
 - physics and physical nature of sound
 - copyright legislation and permissions
 - issues and challenges that typically arise in the context of developing sound designs
- OHS principles of safe listening, including safeguards against hearing loss

Evidence Guide

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:

- develop at least three sound designs that:
 - fulfil the requirements of design briefs
 - combine a mix of sound sources
- develop specifications that clearly communicate

EVIDENCE GUIDE	
	sound design concepts to relevant personnel • work effectively as a member of a sound design team.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of industry-current equipment as listed in the range statement • access to sound briefs for a range of productions • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • evaluation of sound designs documented by the candidate and of their quality in terms of meeting creative briefs • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies to assess ability to develop sound designs for different types of productions or events • observation or recordings of team meetings where the candidate is presenting and seeking feedback on sound design concepts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSSOU503A Implement sound designs • CUSSOU504A Create a final sound balance.

Range Statement

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.

RANGE STATEMENT	
<i>Relevant personnel</i> may include:	• clients • artists, musicians and performers • audio personnel: • sound engineers • sound technicians • sound editors • sound designers • sound effects personnel • post-production editors • foldback mixers • front-of-house mixers • recordists • re-recording mixers • audio stagehands • broadcasters • broadcast engineers • directors • producers • photographers • program managers • stage managers • floor managers • film/video crew.
<i>Productions</i> may include:	• live performance or event • commercial • print advertisement • corporate video • feature film and/or video • filmed event and/or performance • interactive media product • internet production • electronic game production • music recording and/or video • promotional trailer • radio broadcast • short film and/or video • television program • training film and/or video • voice-over.

RANGE STATEMENT	
<i>Production requirements</i> may include:	• technical • creative • artistic • attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
<i>Sound sources</i> may include:	• dialogue and voice-overs • special effects • music • walla • ambient sound • atmospheric sound • foley.
<i>Documentation</i> may include:	• pre-mix scripts • mixing sheets • track sheets • de-noising documents • cue sheets • dubbing sheets • queries • notes • manuals.
<i>Specifications</i> may include:	• dubbing charts • cue sheets • scripts • storyboards • scores

RANGE STATEMENT	
	• oral descriptions • recording formats.
<i>Evaluation techniques</i> may include:	• interviews • surveys • questionnaires • focus groups • demographic data • feedback • reviews • evaluation may include: • clients • stakeholders • audience • project personnel • specialists.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUSSOU502A Produce sound recordings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to produce a musical recording. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Music producers and sound engineers apply the skills and knowledge described in this unit. They are responsible for working collaboratively and creatively with artists and performers to produce musical recordings which can be distributed through record companies and in a range of media, such as television, film, video and the internet. Even though their particular focus is on performers and their skills to produce a creative work, they are responsible also for the quality and balance of the final recording. In addition, they need a range of musical, technical, personal, business and management skills. Skills associated with managing the process of sound recordings are covered in: • CUSSOU602A Manage production of sound recordings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Confirm concept for recording project	1. Apply knowledge of commercial music trends, market niches, new musical styles and artists to develop the musical vision and concept for a <i>recording project</i> 2. Establish and discuss <i>production requirements</i> with <i>relevant personnel</i> 3. Apply musicianship knowledge and awareness of sound design possibilities to develop the underlying artistic style and creative concept for the recording 4. Discuss and confirm vision for sound concepts with relevant personnel to achieve consensus on artistic

ELEMENT	PERFORMANCE CRITERIA
	values and agreed project outcomes 5. Address copyright requirements to ensure that the recording process and product comply with legislation
Confirm recording project arrangements	6. Confirm repertoire, artists, project vision and operational details in consultation with relevant personnel 7. In collaboration with artists, ensure that adequate time and facilities are provided to achieve the agreed performance standard within time and budget constraints 8. Plan and agree on communication processes and time schedules with artists and technical production personnel 9. Ensure that time schedules are drawn up and distributed to each artist for all proposed rehearsal and recording sessions 10. Liaise with technical staff regarding appropriate recording sites
Manage recording sessions	11. Confirm that sessions are scheduled to allow adequate rehearsal and sound testing prior to main recording sessions 12. Ensure recording site, sound equipment and recording formats are appropriate for the media and project requirements 13. Communicate criticism of performers' work in a balanced, constructive and supportive manner that includes positive and achievable options for meeting desired artistic goals 14. Ensure that individual perspectives are considered and conflicting requirements are recognised and constructively negotiated 15. Continuously monitor all aspects of the recording and ensure that any necessary adjustments are made in line with creative and technical requirements 16. Collaborate with relevant personnel to ensure that sound balances are artistically appropriate
Evaluate the recording process and product	17. Discuss and obtain agreement on evaluation techniques for evaluating the recording process and completed product 18. Seek and obtain feedback from relevant personnel to assess the recording process and product 19. Evaluate own role in the production of recordings and note areas for improvement

ELEMENT	PERFORMANCE CRITERIA
	20. Use evaluation results to improve future practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
 - interpret and clarify written proposals and creative briefs
 - understand artists' requirements
 - work effectively with artists and sound engineers
 - work constructively with group dynamics
 - identify and deal effectively with conflict
 - direct and monitor the work of others
- listening skills sufficient to:
 - use aural imagination to develop coherent and innovative artistic sound outcomes within the scope of planned artistic and commercial objectives
 - discriminate and enhance texture and tone colour in line with objectives
 - understand appropriate intonation, dynamics, phrasing, rhythm and expression to produce the required sound
 - listen critically to the creative and technical work of others
 - listen critically to and adjust performance of others to achieve the required sound
 - continuously evaluate and adjust the production of musical work
- planning and organisational skills sufficient to:
 - clarify roles
 - work within budgets and timeframes
 - plan recording projects
 - use time-management strategies to set priorities
 - develop systems for required documentation
- initiative, enterprise and creative skills sufficient to:
 - demonstrate artistic leadership
 - use innovative approaches to recording to enhance the interpretation and performance of music or to create new possibilities through artistic and technical effects
 - interpret music appropriately to ensure a sympathetic and appropriate approach

REQUIRED SKILLS AND KNOWLEDGE

- to sound production
- technical skills sufficient to apply knowledge of acoustics:
 - in sound production to recording projects
 - to instruments/voices in placements and settings for sound balance in recording

Required knowledge

- well-developed understanding of psychoacoustic principles, including:
 - spatial hearing
 - direct sound
 - early sound
 - reverberant sound
 - studio and control room design
 - ergonomics
- industry knowledge, including:
 - varied characteristics of sound in a range of recording and performance environments
 - musical repertoire, styles, forms, systems, practices and customs
 - appropriate styles of musical interpretation and sound production
 - relevant musical terminology
 - features and characteristics of a range of instruments
 - performance customs of music genres relevant to selected area of music recording
 - copyright law and permissions
 - issues and challenges that arise in the context of producing musical recordings
- sound understanding of recording techniques, such as:
 - microphone and instrument/voice placement
 - application of effects
 - mixing sound sources
- issues and challenges that typically arise in the context of producing sound recordings
- OHS principles of safe listening, including safeguards against hearing loss

Evidence Guide**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

EVIDENCE GUIDE	
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: - produce at least two sound recordings that demonstrate: - well-developed critical-listening and aural-discrimination skills - a creative and appropriate musical concept that demonstrates knowledge of musicianship, repertoire, recording techniques and an awareness of sound design possibilities - work creatively, collaboratively and constructively with performers to produce a sound recording.
Context of and specific resources for assessment	Assessment must ensure: - access to: - relevant instruments and equipment - scores, charts or other written music resources - participants, such as performers and technical crew - appropriate recording facilities with adequate space and acoustic qualities - use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: - observation of a recording session where the candidate is the producer - written or oral questioning to test knowledge as listed in the required knowledge section of this unit - authenticated musical recordings where the candidate was the producer - authenticated samples of project plans prepared by the candidate - case studies and scenarios as a basis for discussion about issues and challenges that arise in the context of producing musical recordings.
Guidance information for	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

EVIDENCE GUIDE**assessment**

for example:

- BSBPMG510A Manage projects
- CUFCMP501A Manage and exploit copyright arrangements
- CUSSOU504A Create a final sound balance
- CUSSOU603A Manage production of sound recordings.

Range Statement**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.

Recording projects may be for:

- solo artists
- solo artists with backing
- groups/ensembles
- vocal
- vocal and instrumental
- instrumental, acoustic and/or electronic.

Production requirements may include:

- technical
- creative
- artistic
- attributions
- audience
- budget
- confidentiality
- content
- contractual arrangements
- copyright
- deadlines
- direct quotes
- duration
- intellectual property
- interviews

RANGE STATEMENT	
	• location • purpose • schedule • style.
Relevant personnel may include:	• clients • artists, musicians and performers • directors • producers • post-production personnel • program managers • sound designers and editors • video and sound recorders • audio personnel: • sound engineers • sound technicians • sound editors • sound designers • sound effects personnel • recordists • re-recording mixers • broadcasters • broadcast engineers.
Copyright requirements may include:	• provisions of current Copyright Act • copyright permission procedures • attribution • moral rights and performer's rights • negotiating with copyright organisations, such as: • owners of copyright: publishers, composers, etc. • Australasian Performing Rights Association (APRA) • Phonographic Performance Company of Australia Limited (PPCA) • Australasian Mechanical Copyright Owners Society (AMCOS) • Copyright Agency Limited (CAL) • archives.
Recording site may include:	• dubbing theatre

RANGE STATEMENT	
	• on location, including interior and exterior • outside broadcast • post-production studio • recording studio • sound stage.
Sound equipment and accessories may include:	• amplifiers • analogue to digital converters • cables • compact disc (CD) and digital versatile disc (DVD) players and burners • computer technology and associated software • recording devices: • hard disk recorder, e.g. digital audio workstation (DAW) • digital audiotape recorder, e.g. S-DAT and R-DAT • digital videotape recorder (DVTR) • mini disc recorder (MD) • modular digital multi-track recorder (MDM) • digital audio players, such as: • iPod • MP3 • headphones • microphones and accessories • mixing consoles and desks • monitors and speakers • signal processors and plug-ins.
Formats may include:	• quarter inch audiotape • WAV • AIFF • Apple Lossless • WMA • MP3 • Vorbis • ATRAC • AAC.
Media may include:	• radio • video • CD

RANGE STATEMENT	
	• DVD • computer hard drive • internet • mobile device • film.
<i>Evaluation techniques</i> may include:	• interviews • surveys • questionnaires • focus groups • demographic data • feedback • reviews • evaluation may include: • clients • record companies • stakeholders • audience • project personnel • specialists.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

Co-requisite units		

CUSSOU503A Implement sound designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement sound designs. Thorough understanding of a wide range of sound equipment and sound effects is required, along with the ability to supervise others, including sound mixers, sound editors and other studio technicians. The ability to solve problems that arise in the context of implementing sound designs is essential. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Sound engineers or producers apply the skills and knowledge described in this unit. They work in live theatre, film, television and radio and are responsible for collaborating with other creative and technical personnel to implement sound designs. Skills associated with managing the process of sound design are covered in: • CUSSOU601A Manage production of sound designs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Confirm sound-design specifications	1. In consultation with <i>relevant personnel</i> confirm sound-design specifications, ensuring that they meet <i>production requirements</i> 2. Identify and confirm personnel needed to meet <i>production</i> briefs 3. Confirm requirements with regard to content, quality and duration of <i>sound components</i> 4. Identify and meet <i>copyright requirements</i> 5. Hold ongoing discussions with relevant personnel to consider, confirm and incorporate additional or changed production requirements and new ideas as required
Oversee the sound-production	6. Devise and/or obtain sound components to meet creative and technical requirements according to sound-design <i>specifications</i>

ELEMENT	PERFORMANCE CRITERIA
process	7. Ensure that sound effects are recorded as required 8. Ensure that the manipulation of sound components achieves the desired sonic finish and style 9. Identify any changes to sound components in conjunction with relevant personnel 10. Obtain feedback from relevant personnel about work in progress and modify as required 11. Provide direction, advice and assistance to technical staff as required 12. Ensure that the final product is delivered in the required format for playback media 13. Make backup copies of recordings in line with enterprise procedures
Finalise operations	14. Ensure that documentation is prepared and updated as required 15. Ensure that recorded masters, version copies and backups are logged, labelled and stored in a secure and safe place 16. In consultation with relevant personnel, identify aspects of sound-design implementation that worked well and those that could be improved 17. Evaluate own role in operations and note areas for improvement 18. Provide feedback to team members on their performance as required 19. Document evaluation of operations in line with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to:
 - read and interpret sound design concept specifications
 - write reports documenting the evaluation of the sound-design implementation
- initiative, enterprise and creativity in the context of:

REQUIRED SKILLS AND KNOWLEDGE

- listening critically to sound recordings and continuously evaluating and adjusting the sound balance
- using aural imagination to develop coherent and innovative artistic sound outcomes within the scope of productions
- accurately identifying and enhancing the characteristics of sound sources
- listening critically to the creative and technical work of others
- communication skills sufficient to:
 - communicate the production vision and concept within the constraints of production requirements
 - provide feedback to recording personnel on appropriate recording and production techniques
 - clearly explain/offer suitable alternatives when production recording difficulties cannot be resolved within operational constraints
- planning and organisational skills sufficient to prioritise work tasks and meet deadlines
- problem-solving skills sufficient to promptly and effectively rectify performance, performance environment and other technical issues that may affect the implementation of sound-design specifications
- teamwork skills sufficient to work cooperatively with and provide leadership to personnel involved in sound-design implementation
- technology skills sufficient to work with a variety of sound recording, production and playback equipment
- self-management skills sufficient to provide appropriate and timely documentation

Required knowledge

- well-developed understanding of psychoacoustic principles, including:
 - spatial hearing
 - direct sound
 - early sound
 - reverberant sound
 - studio and control room design
 - ergonomics
- industry knowledge, including:
 - varied characteristics of sound in a range of recording and performance environments
 - operational knowledge of a range of sound recording, production and playback equipment
 - understanding compatibility in mono, stereo or multi-channel systems
 - principles and techniques involved in achieving a simultaneous balance
 - computer technologies relevant to sound production

REQUIRED SKILLS AND KNOWLEDGE

- copyright legislation and permissions
- styles of musical interpretation and sound production
- relevant musical terminology
- well-developed knowledge of recording techniques, such as:
 - microphone and instrument/voice placement
 - application of special effects
 - mixing sound sources
- issues and challenges that typically arise in the context of implementing sound designs
- OHS principles of safe listening, including safeguards against hearing loss

Evidence Guide**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:

- implement sound designs on at least two occasions that creatively and technically meet sound-design specifications
- work creatively and collaboratively with others on implementing sound designs.

Context of and specific resources for assessment

Assessment must ensure:

- access to productions that require the implementation of sound designs
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for this unit:

- evaluation of sound aspects of productions implemented by candidate and of their quality in terms of meeting specifications
- written or oral questioning to test knowledge as listed

EVIDENCE GUIDE	
	in the required knowledge section of this unit • case studies to assess ability to implement sound designs for different types of productions or events • authenticated recordings of productions where the candidate implemented sound designs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFCMP501A Manage and exploit copyright arrangements • CUSSOU401A Record sound • CUSSOU407A Coordinate location sound recording • CUSSOU501A Develop sound designs • CUSSOU504A Create a final sound balance.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• clients • artists, musicians and performers • directors • producers • post-production personnel • program managers • sound designers and editors • video and sound recorders • audio personnel: • sound engineers • sound technicians • sound editors • sound designers • sound effects personnel

RANGE STATEMENT	
	• post-production editors • foldback mixers • front-of-house mixers • recordists • re-recording mixers • audio stagehands • broadcasters • broadcast engineers • stage managers • floor managers • film/video crew.
Production requirements may include:	• technical • creative • artistic • attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
Productions may include:	• live performance or event • commercial • print advertisement • corporate video • feature film and/or video • filmed event and/or performance • interactive media product • internet production • electronic game production

RANGE STATEMENT	
	• music recording and/or video • promotional trailer • radio broadcast • short film and/or video • television program • training film and/or video • voice-over.
Sound components are sound sources specified in designs and may include:	• dialogues and voice-overs • special effects • music • walla • ambient sound • atmospheric sound • foley.
Copyright requirements may include:	• provisions of current Copyright Act • copyright permission procedures • attribution • moral rights and performer's rights • negotiating with copyright organisations, such as: • owners of copyright, e.g. publishers, composers • Australasian Performing Rights Association (APRA) • Phonographic Performance Company of Australia Limited (PPCA) • Australasian Mechanical Copyright Owners Society (AMCOS) • Copyright Agency Limited (CAL) • archives.
Specifications may include:	• dubbing charts • cue sheets • scripts • storyboards • scores • oral descriptions • recording formats.
Formats may include:	• quarter inch audiotape • WAV • AIFF

RANGE STATEMENT	
	• Apple Lossless • WMA • MP3 • Vorbis • ATRAC • AAC.
Media may include:	• radio • video • CD • DVD • computer hard drive • internet • mobile device • film.
Documentation may include:	• pre-mix scripts • mixing sheets • track sheets • de-noising documents • cue sheets • dubbing sheets • queries • notes • manuals.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUSSOU504A Create a final sound balance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create a final sound balance for a production. Thorough understanding of a wide range of sound equipment and techniques for mixing and recording sound is required, along with the ability to supervise others, including engineers, sound mixers, sound editors and other studio technicians. The ability to solve problems that arise in the context of creating a final sound balance is essential. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Sound producers apply the skills and knowledge described in this unit. They work in live theatre, film, television and radio and are responsible for collaborating with other creative and technical personnel to create a final sound balance. Productions may be recorded or produced live.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Assess sound sources for simultaneous balance	1. Assess the compatibility of <i>sound sources</i> for <i>productions</i> 2. Discuss creative possibilities for achieving the simultaneous balance with <i>relevant personnel</i> 3. Propose options for meeting <i>production requirements</i> to relevant personnel as required 4. Collaborate effectively with others during the assessment process
Identify creative and artistic possibilities	5. Explore creative possibilities of sound sources and seek agreement on best options with relevant personnel 6. Take account of relevant information contained in production <i>documentation</i> when developing options 7. In consultation with relevant personnel ensure that the position and blend of sound sources meet artistic/creative requirements

ELEMENT	PERFORMANCE CRITERIA
Direct the final mix	8. Ensure that the relative levels of sound sources conform to loudness parameters 9. Ensure that transitions between sound sources are technically accurate and artistically appropriate 10. Adapt and adjust balance techniques to meet production requirements 11. Confirm that the sound balance and characteristics of sound are artistically and technically appropriate 12. Identify and remedy problems promptly as required to minimise disruption to the production process 13. Ensure that the level of the composite signal is within technical limits and the desired dynamic range 14. Work sensitively and constructively with relevant personnel to achieve best production outcomes 15. Apply critical listening throughout production to ensure that sound quality meets production requirements 16. Complete all work to meet production requirements and ensure that the work environment is cleaned and ready for the next user
Evaluate completed audio master	17. In consultation with relevant personnel identify aspects of the process of creating the final sound balance that worked well and those that could be improved 18. Evaluate own role in operations and note areas for improvement 19. Provide feedback to team members on their performance as required 20. Document evaluation of operations in line with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills sufficient to:
 - read and interpret recording documentation
 - write reports documenting the production process

REQUIRED SKILLS AND KNOWLEDGE

- initiative, enterprise and creativity in the context of:
 - listening critically to continuously evaluate and adjust the sound balance
 - using aural imagination to develop coherent and innovative artistic sound outcomes within the scope of productions
 - accurately identifying and enhancing the characteristics of sound sources
 - listening critically to the creative and technical work of others
- communication skills sufficient to:
 - communicate the production vision and concept within the constraints of the production requirements
 - provide feedback to recording personnel on appropriate recording and production techniques
 - clearly explain/offer suitable alternatives when production recording difficulties cannot be resolved within operational constraints
- planning and organisational skills sufficient to prioritise work tasks and meet deadlines
- problem-solving skills sufficient to promptly and effectively rectify performance, performance environment and other technical issues that may affect the achievement of a simultaneous sound balance
- teamwork skills sufficient to work cooperatively with and provide leadership to personnel involved in creating the final sound balance
- technology skills sufficient to work with a variety of sound recording, production and playback equipment
- self-management skills sufficient to provide appropriate and timely documentation

Required knowledge

- well-developed understanding of psychoacoustic principles, including:
 - spatial hearing
 - direct sound
 - early sound
 - reverberant sound
 - studio and control room design
 - ergonomics
- industry knowledge, including:
 - varied characteristics of sound in a range of recording and performance environments
 - operational knowledge of a range of sound recording, production and playback equipment
 - understanding compatibility in mono, stereo or multi-channel systems
 - principles and techniques involved in achieving a simultaneous balance
 - computer technologies relevant to sound production

REQUIRED SKILLS AND KNOWLEDGE

- styles of musical interpretation and sound production
- relevant musical terminology
- well-developed knowledge of recording techniques, such as:
 - microphone and instrument/voice placement
 - application of special effects
 - mixing sound sources
- issues and challenges that typically arise in the context of creating a final sound balance
- OHS principles of safe listening, including safeguards against hearing loss

Evidence Guide**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:

- create final sound balances on at least two occasions that:
 - demonstrate well-developed critical-listening and aural-discrimination skills
 - meet creative and artistic requirements
- work creatively, collaboratively and constructively in a team environment, including providing leadership to others.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of industry-current equipment as listed in the range statement
- access to a range of productions
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for this unit:

- evaluation of final sound balances created by

EVIDENCE GUIDE	
	candidate and of their quality in terms of meeting specifications • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies to assess ability to create final sound balances for different types of productions or events • authenticated recordings of productions where the candidate created the final sound balance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSSOU401A Record sound • CUSSOU403A Perform advanced sound editing • CUSSOU405A Mix recorded music • CUSSOU501A Develop sound designs • CUSSOU503A Implement sound designs.

Range Statement

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.	
<i>Sound sources</i> may include:	• dialogues and voice-overs • additional dialogue recording (ADR) • special effects • music • walla • ambient sound • atmospheric sound • foley.
<i>Productions</i> may include:	• live performance or event • commercial • print advertisement • corporate video

RANGE STATEMENT	
	• feature film and/or video • filmed event and/or performance • interactive media product • internet production • electronic game production • music recording and/or video • promotional trailer • musical theatre • dance • radio broadcast • short film and/or video • television program • training film and/or video • voice-over.
<i>Relevant personnel</i> may include:	• clients • artists, musicians and performers • directors • producers • post-production personnel • program managers • sound designers and editors • video and sound recorders • audio personnel: • sound engineers • sound technicians • sound editors • sound designers • sound effects personnel • post-production editors • foldback mixers • front-of-house mixers • recordists • re-recording mixers • audio stagehands • broadcasters • broadcast engineers • stage managers • floor managers • film/video crew.

RANGE STATEMENT	
<i>Production requirements</i> may include:	• technical • creative • artistic • attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
<i>Documentation</i> may include:	• pre-mix scripts • mixing sheets • track sheets • cue sheets • dubbing sheets • queries • notes • manuals.
<i>Characteristics of sound</i> may include:	• level • frequency • mono/stereo/5.1 surround sound • spatial position/image • balance • tonal quality • perspective • acoustic • dynamic range.
<i>Work environment</i> may include:	• dubbing theatre • on location, including interior and exterior • outside broadcast • post-production studio

RANGE STATEMENT

	• recording studio • sound stage.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUSSOU505A Compile music for soundtracks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to integrate musical elements into soundtracks for screen productions. An excellent ear for music and a broad knowledge of music styles are essential, along with good interpersonal communication skills, since music editors are sometimes called upon to help smooth out differences between composers and directors. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Music editors apply the skills and knowledge described in this unit. They work collaboratively with composers, music supervisors, screen producers and/or directors on the selection, production and recording of music for soundtracks for screen productions. At a production level, they are responsible for matching and synchronising music components.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Confirm scope of soundtrack project	1. Liaise with <i>relevant personnel</i> to confirm <i>production values</i> and expectations in relation to the soundtrack 2. Confirm role of all personnel involved in compiling the soundtrack for a <i>production</i>, including own role 3. Identify <i>factors</i> that may affect the compilation of the soundtrack and plan own work accordingly
Determine technical and musical requirements	4. Confirm studio arrangements to ensure that all resources are sufficient to meet agreed <i>technical requirements</i> 5. Obtain a shot list and music components for the soundtrack and map musical events and duration to film shots 6. Assess whether any specific <i>equipment</i> is needed to produce required music score in line with the shot list 7. Ensure that required equipment is available on time to meet <i>production requirements</i>

ELEMENT	PERFORMANCE CRITERIA
	8. Check which music components are live and which are to come from other sources and ensure that all components will be available in line with production schedules
Compile soundtracks for moving image sequences	9. Determine moving image sequences that require theme, incidental or other music 10. Establish routines with the director and film editor for viewing, assessing and discussing shot material 11. Source, secure and prepare music components for the soundtrack ensuring that copyright requirements are met 12. Monitor the acoustic quality of the soundtrack to consistently achieve the required sound 13. Incorporate feedback from others on work in progress as required
Synchronise music components of soundtracks to moving image sequences	14. Identify and observe correct frame rate for video or film to ensure synchronisation between sound and images 15. Match music components to screen images or sequences 16. Confirm with relevant personnel that the quality of music/sound components aligns with overall production concept and style 17. Modify settings or sound quality of musical components in soundtracks according to feedback and other sound elements as required 18. Ensure the integrity of timing, sequencing, sound quality and integration with other elements of soundtracks 19. Present completed soundtrack to relevant personnel in line with production requirements
Evaluate work	20. In consultation with relevant personnel identify aspects of the process of compiling music for a soundtrack that worked well and those that could be improved 21. Evaluate the quality and success of the music soundtrack in meeting production requirements and planned outcomes 22. Evaluate own role in operations and note areas for improvement 23. Compare work against previous compositions to assess innovation and the development of techniques and ideas 24. Provide feedback to team members on their performance as required 25. Document evaluation of operations in line with enterprise procedures and use results of evaluation to

ELEMENT	PERFORMANCE CRITERIA
	improve own work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills sufficient to locate musical components for soundtracks
- literacy skills sufficient to:
 - read and interpret design briefs
 - follow a full notated music score
- listening and technical skills sufficient to:
 - make music sequencing decisions based on timeframes and beats
 - discriminate sound texture and colour
 - sequence sound in time with pictures for appropriate textures, harmonies, duration and dynamics at each required point
 - ensure soundtrack quality
 - use sound effects and sound samples in compiling soundtrack
 - operate industry-standard sound editing and synchronisation software
- communication and teamwork skills sufficient to:
 - work cooperatively with composers, directors, producers and other artists
 - work effectively in a production team
- initiative, enterprise and creativity in the context of:
 - matching the most appropriate music to screen images in line with overall artistic vision of productions
 - using innovative approaches to meet soundtrack requirements
 - listening critically to continuously evaluate and adjust the sound balance
 - listening critically to the creative and technical work of others
- planning and organisational skills sufficient to:
 - work within established budgets and timeframes to achieve planned outcomes
 - demonstrate reliability in all agreed work commitments
 - use time-management strategies to set priorities
- self-management skills sufficient to:
 - meet deadlines
 - provide appropriate and timely documentation

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- well-developed understanding of:
 - principles and techniques involved in compiling music for soundtracks
 - computer technologies relevant to compiling music for soundtracks
 - film-making aesthetics, processes and technologies
 - issues and challenges that typically arise in the context of compiling music for soundtracks
- music knowledge, including:
 - musical styles
 - musical concepts and ideas in the context of compiling music for soundtracks
 - typical formats for musical plans
 - relevant musical terminology
- copyright law and permissions
- OHS principles of safe listening, including safeguards against hearing loss

Evidence Guide

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:

- compile at least three music soundtracks that:
 - demonstrate well-developed critical-listening and aural-discrimination skills
 - meet creative and artistic requirements
 - meet technical requirements for screen soundtracks
- work creatively, collaboratively and constructively in a team environment.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of industry-current equipment as listed in the range statement
- access to productions that require music soundtracks

EVIDENCE GUIDE	
	• use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • evaluation of the quality of music soundtracks compiled by candidate in terms of meeting artistic and technical requirements • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies or scenarios to discuss issues, methods and strategies in compiling music soundtracks for screen productions • authenticated recordings of productions where the candidate compiled the music soundtrack.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFCMP501A Manage and exploit copyright arrangements • CUFIND401A Provide services on a freelance basis • CUSMCP501A Compose music using electronic media • CUSMCP502A Compose music for screen.

Range Statement

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.	
<i>Relevant personnel</i> may include:	• client • musician • performer • composer

RANGE STATEMENT	
	• musical assistant • music mixer • music supervisor • effects editor • effects mixer • recordist • re-recording mixer • audio operators and dubbing machine operator • audio and sound engineer • broadcaster • director • producer • post-production editor • program manager • sound designer.
<i>Production values</i> may include:	• artistic style and quality • overall sound quality aligned with production vision • performance quality manifested in recordings • position and blend of sound sources • relative levels of sound sources • transitions between sound sources • overall sound balance • clarity of sound • colour of sound • sound textures • timbre • orchestration • attack • articulation • dynamics • melody and harmony • mood/phrasing and expression.
<i>Productions</i> may include:	• feature films • documentaries • animated productions • short films • commercials • filmed events or performances • music videos

RANGE STATEMENT	
	• television productions of any type.
Factors may include:	• design briefs • available personnel • number of people required to complete task • recording requirements • available resources • communication requirements • production values • available budget • provision of a quote for services • complexity of soundtrack • intellectual property • production schedules • technical considerations • timelines.
Technical requirements may include:	• working sympathetically with musical elements in productions • coordinating performances of music to be included in a soundtrack • sourcing additional sound and effects • recording a range of different types of instruments from live and synthesised sources • plotting sound to picture • sequencing • prescoring • animatics • voice-over.
Equipment may include:	• music-recording equipment • MIDI • electronic hardware and software for generating or orchestrating music • timecode systems • preamp, signal processor and compressor • mixers • sequencers • DAT • special effects devices.
Production requirements may include:	• technical • creative • artistic

RANGE STATEMENT	
	• attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
<i>Music components</i> may include:	• original music scored for screen productions • music tracks • music sequences • samples • themes • temp tracks • incidental music.
<i>Copyright requirements</i> may include:	• provisions of current Copyright Act • copyright permission procedures • attribution • moral rights and performer's rights • negotiating with copyright organisations, such as: • owners of copyright: publishers, composers, etc. • Australasian Performing Rights Association (APRA) • Phonographic Performance Company of Australia Limited (PPCA) • Australasian Mechanical Copyright Owners Society (AMCOS) • Copyright Agency Limited (CAL) • archives.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUSSOU601A Manage production of sound designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the production of a sound design project. Well-developed planning and organisational skills are required, along with an ability to work collaboratively and creatively in a leadership role with those who contribute to the production of sound designs, e.g. artists, performers, producers and sound engineers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Production administrators, executive producers or project managers apply the skills and knowledge described in this unit. They are responsible for managing the production of sound designs, including planning and monitoring the production, engaging specialists where required and overseeing and evaluating sound aspects of productions. They could be working in the live entertainment or screen production industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Clarify sound design brief	1. Participate in preliminary concept meetings with <i>relevant personnel</i> to discuss <i>sound-design specifications</i> for <i>productions</i> 2. Read and interpret sound-design specifications to determine and confirm <i>production requirements</i> 3. Identify and confirm personnel required for the production 4. Take account of financial and time constraints when planning production of sound designs 5. <i>Document</i> all <i>operational requirements</i> needed for the production of sound designs
Plan the production of sound designs	6. Secure the personnel, <i>facilities</i> and <i>equipment</i> needed in a timely fashion

ELEMENT	PERFORMANCE CRITERIA
	7. Ensure that copyright requirements are met 8. Contract and brief personnel as required 9. Ensure that arrangements are in place for ongoing communication with sound designers and other relevant personnel so that artistic vision of sound designs can be achieved and resources are available when required 10. Anticipate issues that may arise during the production of sound designs and plan accordingly
Direct the production of sound designs	11. Source and obtain all sound components necessary to fulfil creative and technical requirements of production briefs 12. Comply with relevant OHS legislation and guidelines throughout all stages of productions 13. Direct the final mix, including recording, mixing and/or editing sound components to achieve the desired sonic finish/style and spatial placement 14. Obtain feedback from relevant personnel about the sound design and negotiate changes as required 15. Deal effectively and promptly with conflicts that arise and work towards solutions that cause least disruption to production schedules 16. Ensure that final mixdown is locked off and transferred to a suitable medium in line with production requirements 17. Ensure that backup copies are provided for relevant personnel in the required format 18. Maintain documentation as required through all stages of sound-design implementation
Finalise production of sound designs	19. Discuss and obtain agreement from relevant personnel about evaluation techniques 20. Focus evaluations on the design-production management process and document results 21. Evaluate own role in operations and note areas for improvement 22. Provide feedback to team members on their performance as required 23. Document evaluation of operations in line with enterprise procedures 24. Communicate results to relevant personnel and use results to improve future practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:
 - interact effectively with people with diverse interests and needs
 - show strong leadership qualities and work closely with team members
 - conduct effective negotiations with a wide range of production personnel, external suppliers and service providers
 - coordinate production meetings and brief staff to achieve required outcomes
 - identify and deal positively and constructively with conflict in a timely and collaborative manner to achieve best production outcomes
- well-developed planning and organisational skills sufficient to coordinate all aspects of managing the production of sound designs, including working within budgets
- well-developed project management skills covering both physical and human resources
- self-management skills sufficient to:
 - work under pressure
 - provide appropriate and timely documentation
 - meet deadlines
 - evaluate own performance
- initiative and flexibility when responding to unexpected changes in the production schedule or process
- literacy skills sufficient to interpret written instructions and to prepare progress and evaluation reports
- numeracy skills sufficient to interpret, monitor and adjust budgets and cost estimates

Required knowledge

- meeting procedures and protocols as they relate to productions
- musical, artistic and technical elements associated with music productions and recordings
- well-developed understanding of:
 - administrative procedures associated with managing a production
 - content, format and timing of different types of documentation
 - duty of care to colleagues and general public
- industry knowledge, including:
 - structure of the relevant industry sector
 - roles and responsibilities of personnel

REQUIRED SKILLS AND KNOWLEDGE

- current industry practices, e.g. industrial awards, workers' compensation and contracts
- music and sound terminology
- sources of products, supplies and equipment
- impact of technology on production operations
- phases and practices in the production process
- issues and challenges that typically arise in the context of managing the production of sound designs
- OHS and public safety legislation and regulations as they apply to productions

Evidence Guide**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:

- demonstrate high-level management and communication skills as a team leader
- manage at a practical level the production of sound designs
- produce creative solutions within constraints of budgets and resources.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of industry-current equipment as listed in the range statement
- access to a range of productions
- use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

The following assessment methods are appropriate for this unit:

- evaluation of sound designs, where the production was managed by candidate, and of their quality in terms of meeting specifications

EVIDENCE GUIDE	
	- written or oral questioning to test knowledge as listed in the required knowledge section of this unit - case studies to assess ability to manage the production of sound designs for different types of productions or events - observation or video/audio recordings of production meetings chaired by the candidate to assess team leading skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBFIM501A Manage budgets and financial plans - BSBOHS509A Ensure a safe workplace - BSBPMG510A Manage projects - CUFCMP501A Manage and exploit copyright arrangements - CUSOU602A Manage production of sound recordings.

Range Statement

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.	
<i>Relevant personnel</i> may include:	- clients - artists, musicians and performers - program managers - audio personnel: - sound engineers - sound technicians - sound editors - sound designers - sound effects personnel - post-production editors

RANGE STATEMENT	
	• foldback mixers • front-of-house mixers • recordists • re-recording mixers • audio stagehands • broadcasters • broadcast engineers • directors • producers • photographers • program managers • stage managers • floor managers • film/video crew.
<i>Sound-design specifications</i> may include:	• dubbing charts • cue sheets • scripts • storyboards • scores • oral descriptions • recording formats.
<i>Productions</i> may include:	• feature films and videos • short films and videos • documentaries • drama programs • variety programs • news and current affairs • commercials • print advertisements • talkback programs • live events and performances • music programs • interactive games.
<i>Production requirements</i> may include:	• technical • creative • artistic • attributions • audience • budget

RANGE STATEMENT	
	• confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
Documentation may include:	• pre-mix scripts • mixing sheets • track sheets • de-noising documents • cue sheets • dubbing sheets • queries • notes • manuals.
Operational requirements may include:	• sound materials • sound sources • facilities, equipment and personnel • technical specifications • schedules.
Facilities may include:	• dubbing theatre • on location, including interior and exterior • outside broadcast • post-production studio • recording studio • sound stage.
Equipment and accessories may include:	• amplifiers • analogue to digital converters • cables • compact disc (CD) and digital versatile disc (DVD) players and burners • computer technology and associated software • recording devices:

RANGE STATEMENT	
	• hard disk recorder, e.g. digital audio workstation (DAW) • mini disc recorder (MD) • modular digital multi-track recorder (MDM) • digital audio players, such as: • iPod • MP3 • headphones • microphones and accessories • mixing consoles • monitors and speakers • signal processors and plug-ins.
Copyright requirements may include:	• provisions of current Copyright Act • copyright permission procedures • attribution • moral rights and performers' rights • negotiating with copyright organisations, such as: • owners of copyright: publishers, composers, etc. • Australasian Performing Rights Association (APRA) • Phonographic Performance Company of Australia Limited (PPCA) • Australasian Mechanical Copyright Owners Society (AMCOS) • Copyright Agency Limited (CAL) • archives.
Sound components may include:	• dialogue • additional dialogue recording (ADR) • music • literal sound effects • sound samples • synthesised sound • atmospheric sound • ambient sound • sound effects (FX) • foley.

RANGE STATEMENT	
Media may include:	• radio • video • CD • DVD • computer hard drive • internet • mobile device • film.
Evaluation techniques may include:	• interviews • surveys • questionnaires • focus groups • demographic data • feedback • reviews • evaluation may include: • clients • stakeholders • audience • project personnel • specialists.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units	

Co-requisite units		

CUSSOU602A Manage production of sound recordings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the production of sound recordings. Well-developed planning and organisational skills are required, along with an ability to work collaboratively and creatively in a leadership role with those who contribute to the production of sound recordings, e.g. artists, performers, producers and sound specialists. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Production administrators, executive producers or project managers apply the skills and knowledge described in this unit. They are responsible for managing the production of sound recordings, including planning and monitoring rehearsals and recording sessions, engaging specialists where required and overseeing and evaluating the quality of finished recordings. They could be working in the live entertainment or screen production industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
Clarify sound-recording brief	1. Participate in production meetings with <i>relevant personnel</i> to confirm the vision, sound concepts, <i>production values</i> and expected outcomes for <i>recording projects</i> 2. Confirm <i>production requirements</i> 3. Finalise and confirm repertoire, artists and operational details for recording projects in consultation with relevant personnel
Organise resources	4. Identify and confirm production staff requirements and recruit personnel needed for recording projects 5. Ensure artists are secured, confirmed and contracted as required 6. Identify and secure appropriate <i>venues</i> and resources for rehearsal and recording sessions

ELEMENT	PERFORMANCE CRITERIA
	7. Ensure that contracts required for staff and venues are finalised
Prepare for production of sound recordings	8. Ensure that arrangements are in place for ongoing communication with relevant personnel so that artistic vision can be achieved and resources are available when required 9. Ensure that accurate rehearsal and recording session schedules are drawn up and distributed to relevant personnel 10. Ensure that a project schedule for production meetings is finalised and distributed to each technical team member 11. Anticipate issues that may arise during the production of sound recordings and plan accordingly 12. Ensure that the technical team is fully briefed on operations, production values and contingency plans 13. Comply with relevant OHS, copyright and other legal requirements
Manage recording sessions	14. Ensure that communication in sessions and production meetings is comprehensive and constructive and that documentation is completed correctly 15. Ensure that all production resources and requirements are in place for recording sessions and other associated activities 16. Communicate systematically with the producer/director to verify and maintain the required production quality 17. Communicate with and direct production staff constructively and consistently through prerecording, recording and post-production to achieve agreed production values 18. Comply with agreed quality, time and budget constraints at all stages of the production
Maintain effective communication with production staff and artists	19. Ensure that agendas for production meetings are planned and circulated to all relevant parties in advance and that discussion of concerns is encouraged to establish and achieve planned artistic outcomes 20. Ensure that individual perspectives are considered and conflicting requirements are recognised and constructively negotiated 21. In collaboration with relevant personnel, ensure that the quality of musical and technical preparation is maintained throughout the production and take action as

ELEMENT	PERFORMANCE CRITERIA
	required
Manage post-production	22. Ensure that all components of post-production mix meet agreed production values 23. Facilitate continuing input from artists and director/producer into the post-production process and take remedial action as required 24. Ensure that the physical components of post-production are delivered correctly and in the required formats
Evaluate production of sound recordings	25. Discuss and obtain agreement from relevant personnel about evaluation techniques 26. Focus evaluations on the way the process of managing sound recordings was handled and document results 27. Evaluate own role in operations and note areas for improvement 28. Provide feedback to team members on their performance as required 29. Document evaluation of operations in line with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:
 - interact effectively with people with diverse interests and needs
 - show strong leadership qualities and work closely with team members
 - conduct effective negotiations with a wide range of production personnel, and external suppliers and service providers
 - coordinate production meetings and brief staff to achieve required outcomes
 - identify and deal positively and constructively with conflict in a timely and collaborative manner to achieve best production outcomes
- well-developed planning and organisational skills sufficient to coordinate all aspects of managing the production of sound recordings, including working within budgets
- well-developed project management skills covering both physical and human resources

REQUIRED SKILLS AND KNOWLEDGE

- self-management skills sufficient to:
 - work under pressure
 - provide appropriate and timely documentation
 - meet deadlines
 - evaluate own performance
- initiative and flexibility when responding to unexpected changes in the production schedule or process
- literacy skills sufficient to interpret written instructions and to prepare progress and evaluation reports
- numeracy skills sufficient to interpret, monitor and adjust budgets and cost estimates

Required knowledge

- meeting procedures and protocols as they relate to productions
- musical, artistic and technical elements associated with music productions and recordings
- well-developed understanding of:
 - administrative procedures associated with managing the production of sound recordings
 - content, format and timing of different types of documentation
 - duty of care to colleagues and general public
- industry knowledge, including:
 - structure of the relevant industry sector
 - roles and responsibilities of personnel
 - current industry practices, e.g. industrial awards, workers' compensation and contracts
 - music and sound terminology
 - sources of products, supplies and equipment
 - impact of technology on production operations
 - phases and practices in the production process
- issues and challenges that typically arise in the context of managing the production of sound recordings
- OHS and public safety legislation and regulations as they apply to sound-recording projects

Evidence Guide

EVIDENCE GUIDE

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: • demonstrate high-level management and communication skills as a team leader • manage at a practical level the production of sound recordings to meet desired production values • produce creative solutions within constraints of budgets and resources.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of industry-current equipment and facilities as listed in the range statement • access to a range of recording projects • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • evaluation of sound recordings, where the production was managed by candidate, and of their quality in terms of meeting specifications • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies to assess ability to manage the production of sound recordings for different types of recording projects • observation or video/audio recordings of production meetings chaired by the candidate to assess team leading skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBFIM501A Manage budgets and financial plans • BSBOHS509A Ensure a safe workplace • BSBPMG510A Manage projects • CUFCMP501A Manage and exploit copyright arrangements

EVIDENCE GUIDE

- CUSSOU601A Manage production of sound designs.

Range Statement**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:

- clients
- record companies
- artists, musicians and performers
- program managers
- audio personnel:
 - sound engineers
 - sound technicians
 - sound editors
 - sound designers
 - sound effects personnel
 - post-production editors
 - foldback mixers
 - front-of-house mixers
 - recordists
 - re-recording mixers
 - audio stagehands
- broadcasters
- broadcast engineers
- directors
- producers
- photographers
- program managers
- stage managers
- floor managers
- film/video crew.

Production values may include:

- artistic quality

RANGE STATEMENT	
	• overall sound quality aligned with production vision • performance quality manifested in the recording • position and blend of sound sources • relative levels of sound sources • transitions between sound sources • overall sound balance • clarity of the sound • colour of sound • sound textures.
Recording projects may involve:	• solo artists • solo artists with backing • groups/ensembles • instrumental, acoustic and/or electronic • vocal • vocal and instrumental • recording live performances.
Production requirements may include:	• technical • creative • artistic • attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
Venues may include:	• dubbing theatre • on location, including interior and exterior • outside broadcast

RANGE STATEMENT	
	• post-production studio • recording studio • sound stage.
Copyright requirements may include:	• provisions of current Copyright Act • copyright permission procedures • attribution • moral rights and performer's rights • negotiating with copyright organisations, such as: • owners of copyright: publishers, composers, etc. • Australasian Performing Rights Association (APRA) • Phonographic Performance Company of Australia Limited (PPCA) • Australasian Mechanical Copyright Owners Society (AMCOS) • Copyright Agency Limited (CAL) • archives.
Documentation may include:	• pre-mix scripts • mixing sheets • track sheets • de-noising documents • cue sheets • dubbing sheets • queries • notes • manuals.
Formats may include:	• quarter inch audiotape • WAV • AIFF • Apple Lossless • WMA • MP3 • Vorbis • ATRAC • AAC.
Evaluation techniques may include:	• interviews • surveys • questionnaires

RANGE STATEMENT

	• focus groups • demographic data • feedback • reviews • evaluation may include: • clients • stakeholders • audience • project personnel • specialists.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

CUVADM01B Develop and implement arts administration systems and procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and implement administration systems specifically within the context of an arts organisation. While skills in the development of administration systems are generic, this unit also has a focus on the contextual knowledge required for arts administrators. This unit would generally be undertaken by senior administrative staff or managers.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to other general administrative units, and combined assessment and/or training would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 Develop arts administration systems and procedures.

- 1.1 Identify the need for new or amended systems and procedures, based on monitoring the workplace and consultation with colleagues and customers.
- 1.2 Research information and evaluate options for new system or procedures.
- 1.3 Select, develop or revise systems and procedures in consultation with colleagues, taking account of the needs of the particular arts context.
- 1.4 Correctly identify and/or negotiate resource requirements for new systems/procedures.

2 Establish arts administration systems and procedures.

- 2.1 Provide appropriate advance information on new systems or procedures to colleagues.
- 2.2 Introduce systems and procedures to the workplace in a manner that causes minimum disruption to colleagues.
- 2.3 Ensure ***adequate resourcing*** of new systems/procedures in consultation with colleagues.
- 2.4 Provide training and support to colleagues as

ELEMENT**PERFORMANCE CRITERIA**

required.

3 Monitor and review arts administration systems and procedures.

- 3.1 **Monitor** the efficiency and effectiveness of systems and procedures introduced to the workplace.
- 3.2 Seek suggestions for improvements to systems and procedures from colleagues at all levels.
- 3.3 Make adjustments to systems and procedures in accordance with feedback and other review mechanisms.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- planning techniques in relationship development and implementation of administrative systems.

Required knowledge:

- systems and procedure requirements as they apply to a particular arts administration context
- enterprise or organisation for which systems and procedures are required, including policy and goals, budgets, personnel, communication channels
- current technology as it applies to an arts administrative context.

Evidence Guide

EVIDENCE GUIDE

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- knowledge of administrative systems and procedures in the specific context of arts administration
- application of organisational and communication skills to develop and implement new systems within an arts organisation.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of systems and procedures for a specific arts administration context.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of systems and procedures developed by the candidate
- evaluation of a report prepared by the candidate detailing the processes used in the development and implementation of new systems, including lessons learned
- oral or written questioning to assess knowledge of the issues to be considered when introducing new systems
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands 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).

EVIDENCE GUIDE

Assessment of this unit requires access to the materials resources and equipment needed to develop administration systems and procedures in an arts industry context.

Range Statement

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.

Arts administration ***systems and procedures*** may relate to:

- audience, visitor, patron records
- collection management
- database management
- facilities management
- financial reports
- funding
- information technology
- legal requirements
- marketing
- one-off events
- personnel issues
- public programs
- record keeping requirements
- storage and handling of materials.

Evaluation of systems may include consideration of:

- availability
- cost
- ease of application
- quality and reputation
- reports from other users
- technical and system support availability.

RANGE STATEMENT

Adequate resourcing may relate to:

- appropriate timelines for introduction
- financial resources
- human resources
- specialist expertise.

Monitoring may include:

- cost analyses
- formal testing
- obtaining user feedback.

Unit Sector(s)

Not Applicable

CUVADM02B Plan work space

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to plan the allocation and usage of space consistent with a concept or business plan. This unit is applicable to work in many industries. Significant underpinning knowledge of the particular work context is required. This work would usually be carried out autonomously and may include responsibility for others.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages with a range of other units and combined assessment and/or training with those units may be appropriate, e.g.:

- event, exhibition management units in other Training Packages
- general management and administration units
- CUVCRS03B Produce computer-aided drawings
- CUVCRS04B Produce technical drawings.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1 Establish work space requirements.	1.1 Review and analyse relevant <i>workplace documentation</i> to determine <i>space</i> requirements. 1.2 Consult <i>users of the space and other relevant stakeholders</i> to clarify requirements about usage of the space. 1.3 Analyse potential usage patterns to determine specific requirements and constraints.
2 Allocate work space.	2.1 Assess the physical characteristics of the space in relation to its capacity to meet requirements. 2.2 Assess <i>safety and environmental issues</i> that may impact on the organisation of space. 2.3 Establish criteria for the allocation of space in accordance with <i>organisational/project objectives</i>. 2.4 Consult and reach agreement on criteria for allocation of space with relevant stakeholders. 2.5 Allocate space in accordance with agreed criteria.

ELEMENT**PERFORMANCE CRITERIA**

- 2.6 Identify, negotiate and resolve any conflicting demands for space in accordance with criteria.
- 2.7 Develop plans in an ***appropriate format*** which clearly communicate the allocation of space and identify any ***additional equipment/infrastructure*** requirements.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- planning skills in relation to processes required for planning of work space.

Required knowledge:

- detailed knowledge of the context in which the space is to be used, including user group requirements and commercial considerations
- occupational health and safety requirements as they apply to use of space within the specific industry context, including specific equipment requirements.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate

The following evidence is critical to the judgement of competence in this unit:

- production of a plan which meets agreed objectives

EVIDENCE GUIDE

competency in this unit

for usage of a specific work space

- integration of relevant safety requirements into the planning of space.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of plans for a specific work space and to meet a specific industry requirement.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of plans developed by the candidate
- problem solving and case studies to assess ability to adapt planning to meet different industry circumstances
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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).

Assessment of this unit requires access to a specific work space for which plans can be developed.

Range Statement

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

RANGE STATEMENT

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.

Workplace documentation may include:

- architectural plans
- artist/installation instructions and requirement
- business plan
- concept sketches
- design concepts
- floor plans.

Work **space** may include:

- exhibition, performance space
- food preparation and outlet space
- office, administration space
- public facilities
- retail space
- storage areas, including collection storage
- studio, workshop.

Users of space and other relevant stakeholders may include:

- artists, exhibitors, performers working or exhibiting in the space
- commercial partners
- staff
- visitors, patrons, customers.

Safety and environmental issues may relate to:

- access limitations
- ergonomics
- hygiene
- numbers of people using the space
- specific equipment requirements
- waste disposal.

Organisational/project objectives which affect criteria for space allocation may relate to:

- access issues
- balancing of competing demands for space
- commercial viability
- requirements of other users.

RANGE STATEMENT

Appropriate format for plans may be:

- annotated floor plans
- computer drawings
- sketches.

Additional equipment/infrastructure may include:

- food servery
- furniture
- hanging, installation equipment
- lights, heating, projection equipment
- storage equipment
- technical equipment, e.g. computers, photocopiers

Unit Sector(s)

Not Applicable

CUVADM05B Plan and develop information management systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the skills and knowledge required to develop and implement information management systems within an organisation. This role would generally be undertaken by administrators and managers. The unit is generic in nature and may be applied in a range of industry contexts.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units This unit has linkages to a range of other general management and administration units, and combined assessment and/or training with those units may be appropriate, e.g.:

- CUVADM01B Develop and implement arts administration systems and procedures.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 Determine information management requirements.	1.1 Establish broad <i>information management requirements</i> based on organisational vision, objectives and current priorities. 1.2 Clarify the <i>purposes for which information is required</i> in consultation with relevant colleagues. 1.3 Correctly identify the nature and <i>sources of the information</i> required to meet the purpose.
2 Develop an information management plan.	2.1 Identify appropriate <i>methods</i> of collecting, <i>analysing</i> and disseminating relevant information consistent with the purpose of the information. 2.2 Establish a schedule for the collection, analysis and <i>dissemination</i> of relevant information. 2.3 Plan <i>appropriate systems</i> for the management of information, including allocation of responsibilities and resources. 2.4 Consult with relevant colleagues in relation to information management planning.
3 Implement	3.1 Provide appropriate advance information on

ELEMENT	PERFORMANCE CRITERIA
information management systems.	new systems to colleagues. 3.2 Introduce information management systems and procedures to the workplace in a manner that causes minimum disruption to colleagues. 3.3 Ensure adequate resourcing of new systems/procedures in consultation with colleagues. 3.4 Provide training and support to colleagues as required.
4 Review and update information management plan.	4.1 Establish methods for periodic review of information management needs. 4.2 Conduct review of information management according to the agreed methods. 4.3 Adjust information management plan and system to respond to changing and emerging information management needs.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- links between information management systems and the overall vision and objectives of the organisation
- information management principles and practices as relevant to the industry context.

Required knowledge:

- information management systems available as relevant to the industry context, including current technology and broad costs
- planning techniques and processes in relation to information management
- copyright, moral rights and intellectual property legislation and regulations in relation to how this impacts on information management.

Required Skills and knowledge

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- development of an information management plan which supports the vision, objectives and current direction of an organisation
- knowledge of information management principles, practices and systems as they apply to the specific industry context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development and implementation of an information management system for a specific industry purpose/context/organisation
- interaction with others to reflect the consultation aspects of this unit
- assessment over a period of time to reflect the ongoing implementation and monitoring aspects of the unit.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- review of an information management plan developed by the candidate
- evaluation of a report prepared by the candidate detailing the ways in which an information management systems was developed and

EVIDENCE GUIDE

implemented

- case studies to assess ability to develop management systems for specific industry contexts
- questions and discussion about the information management plan
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment of this unit requires access to the materials resources and equipment needed to plan and develop the system for information management and includes access to information technology.

Range Statement

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.

Information management requirements may relate to any aspect of an organisation's operation and management, e.g.:

- administration
- customer service
- finance
- human resources
- marketing.

The purpose for which information is required may relate to:

- internal or external communication issues
- operational efficiency
- planning, e.g. financial, marketing.

Sources of information may include:

- funding bodies and sponsors
- Internet

RANGE STATEMENT

- media
- potential users
- references and texts
- staff
- visitors and patrons
- volunteers.

Methods of collecting information may include:

- counting systems
- literature searches
- registrations
- surveys and questionnaires.

Analysing data may include:

- patterns of performance, attendance
- qualitative measures, e.g. satisfaction, attitudes, intentions
- trends in sales, attendance, aesthetic preferences.

Dissemination of information may include:

- posters, leaflets, pamphlets, catalogues
- presentations, public speaking, media engagement
- reports, newsletters
- slides, video, CDs.

Appropriate systems for information management may include:

- administrative procedures
- computer data bases
- library
- record keeping systems
- registers
- surveys and questionnaire regimes.

Review methods may include:

- discussion forums with identified stakeholders
- formal feedback by questionnaire/survey
- interviews
- invitations for feedback
- technical reviews.

Unit Sector(s)

Not Applicable

CUVADM08B Develop and manage public relations strategies

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and implement a plan for public relations activities within an organisation. It focuses on the skills and knowledge required by managers, owners/managers of small businesses and marketing personnel. As such the unit does not reflect the depth and breadth of skills required by specialist public relations professionals.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a range of other management and marketing units and combined assessment and/or training with those units may be appropriate.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

- 1 **Generate organisational identity consistent with organisation's vision.**

- 1.1 Collect and analyse ***internal and external information*** which informs the development of a ***public relations*** strategy.
- 1.2 Review the organisation's core activities, business values and current business direction to identify potential ***images and messages***.
- 1.3 Identify and consult with ***key stakeholders*** in relation to public relations issues.

- 2 **Prepare public relations plan or strategy.**

- 2.1 Identify relevant ***target groups*** for public relations activities.
- 2.2 Identify and select strategies which enhance and promote the organisation's identity to the target groups.
- 2.3 Identify and plan for the range of ***potential situations*** and reactions to which the organisation may need to respond.
- 2.4 Incorporate ***legal and ethical considerations*** into the planning process.
- 2.5 Provide timely opportunities for colleagues to contribute to public relations planning.
- 2.6 Submit public relations plan for approval where appropriate in accordance with organisational policy.

ELEMENT	PERFORMANCE CRITERIA
3 Manage the implementation of the public relations plan.	3.1 Define and communicate clearly all priorities, responsibilities, timelines and budgets, involving appropriate colleagues. 3.2 Implement and monitor actions detailed in the plan according to schedule and contingencies. 3.3 Produce public relations reports in accordance with enterprise policy. 3.4 Share public relations information with colleagues to maintain awareness of current organisation direction and priorities.
4 Evaluate and review the public relations plan.	4.1 Establish appropriate mechanisms to obtain <i>feedback</i> about public relations <i>activities and strategies</i>. 4.2 Evaluate public relations activities using agreed methods and benchmarks. 4.3 Make adjustments in accordance with feedback and evaluation. 4.4 Communicate and implement agreed changes.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- research and analytical skills to analyse internal and external environments.

Required knowledge:

- the public relations context for the organisation, including knowledge of the ways in which similar organisations generate and promote their identity
- ways in which public relations links to other aspects of marketing and management
- the structure and function of a range of print and electronic media
- planning techniques and formats in relation to public relations
- formats, features and uses of different public relations resources, e.g. media

Required Skills and knowledge

- releases, journalist familiarisations, press kits
- legal issues that impact on public relations, e.g. Trade Practices.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- development and implementation of a public relations plan for a specific organisation or area of an organisation
- detailed knowledge of public relations protocols, resources and activities as relevant to the industry sector.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development and implementation of a public relations plans for an organisation/area of an organisation
- interaction and collaboration with others to reflect consultation and communication skills within this unit
- assessment conducted over a period of time to reflect the ongoing implementation and monitoring aspects of the unit.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of a public relations plan developed by

EVIDENCE GUIDE

the candidate

- role play or simulation and practical activities for consultation, staff training, media interaction and presentations
- development and analysis of case studies
- written/verbal reports on public relations plan, negotiation, promotion
- hypothetical or problem solving scenarios
- questioning and discussion about case studies, plans, strategies
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment of this unit requires access to the materials resources and equipment needed to research public relations campaigns and media opportunities.

Professional Practice

Range Statement

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.

Internal and external information which informs the public relations strategy may include information relating to:

- business plans
- community activities
- competitor organisations
- current market conditions
- current trends/developments in the relevant industry context
- financial plans
- government activities
- legal environment

RANGE STATEMENT

- marketing plans.

Public relations plans and strategies may be for:

- a department
- a program of events
- a single event
- a specific product or service
- an organisation.

Images and messages may include:

- nature of products and services, e.g. performances, exhibitions, sale
- operational style, e.g. efficiency, probity, ethical, fair, responsive
- relationship to public, e.g. leading edge, responsive
- service provision, e.g. hours of operation, range of facilities, services, access
- stylistic direction, e.g. innovative, contemporary, classical, folk, indigenous, international
- track record of organisation
- visual identity, e.g. logo, signage, public appearance, colour.

Key stakeholders may include:

- funders, sponsors
- patrons, visitors
- promoters
- representatives from boards and committees associated with organisation
- staff.

Target groups may include:

- event organisers
- media representatives, e.g. journalists, editors, producers, directors
- patrons, sponsors, funders
- promoters
- staff, volunteers
- suppliers, vendors, related businesses
- visitors, audiences.

RANGE STATEMENT

Potential situations may include:

- capitalising on favourable publicity
- minimising the impact of any unfavourable press
- responding to unforeseen operational issues, e.g. accidents, shortages
- unprecedented or overwhelming support/attendance.

Legal and ethical considerations may relate to:

- codes of practice
- cultural expectations and influences
- legislation
- social responsibilities.

Feedback mechanisms may include:

- consultation with colleagues
- direct questioning
- formal/written feedback
- measurements of level of support, e.g. attendance, sponsorship, patronage
- media monitoring.

Strategies and activities may relate to:

- direct advertising
- gifts
- logos
- media materials, e.g. press releases, articles, reviews
- membership and loyalty programs
- planned activities, e.g. launches, openings, guest appearances, charitable support, cocktail parties
- signage, banners
- sponsorship.

Unit Sector(s)

Not Applicable

CUVADM11B Work within an arts organisation context

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to work within an arts organisation context. As such the unit requires a general knowledge and understanding of the spectrum of arts organisations and the application of that knowledge to specific work practices.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit underpins work performance across the cultural industries and therefore has linkages to many other units within several cultural industries Training Packages, e.g.:

- Visual Arts Craft and Design
- Entertainment
- Music
- Film, TV, Radio and Multimedia.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

- 1 **Apply knowledge of the arts industry.**

- 1.1 Identify and access relevant ***sources of information*** on the arts industry.
- 1.2 Evaluate information for relevance to own area of work.
- 1.3 Correctly identify the location of the specific work context within the spectrum of ***arts organisations***.
- 1.4 Use industry ***knowledge*** to enhance the quality of work practice within the arts organisation.

- 2 **Adapt work practices to an arts organisation context.**

- 2.1 Use industry knowledge to determine the ways in which work practices may need to be adjusted in a given context.
- 2.2 Adjust work practices to suit particular arts contexts, taking account of different roles and industry ***structures***.

- 3 **Liaise with other arts organisations.**

- 3.1 Correctly identify individuals and networks used when working in an arts organisation context.
- 3.2 Use industry knowledge to communicate appropriately with other arts organisations and

ELEMENT**PERFORMANCE CRITERIA**

individuals.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to interpret information on arts organisations.

Required knowledge:

- broad range of arts organisations and the different contexts in which they operate, including interrelationships
- philosophy, approach and style of different types of arts organisations
- style of work practices in different types of arts organisations
- arts industry networks as relevant to the specific context.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- general knowledge of the arts industry as detailed under Underpinning skills and knowledge
- understanding of how industry knowledge can be applied to work activities to maximise effective performance.

EVIDENCE GUIDE

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to access and apply industry information to specific contexts and work activities.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies to assess application of knowledge to different industry contexts and situations
- oral or written questions to assess knowledge of different aspects of the arts industry
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment of this unit requires access to the materials resources and equipment needed to research information on a range of arts organisations.

Range Statement

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.

Sources of information on the arts industry may include:

- discussions with industry colleagues
- electronic media
- industry journals
- Internet
- own experience and observation

RANGE STATEMENT

- seminars/industry functions
- texts and references.

Arts organisations may include:

- artist-run organisations
- collectives, cooperatives
- commercial galleries
- community based, Indigenous organisations
- competitions, awards
- government subsidised organisations
- industry organisations
- museums
- not-for-profit organisations
- peak bodies
- public galleries (national, state, regional)
- theatres.

Ways in which *knowledge* could be used to adjust/enhance work practice may relate to:

- greater efficiencies
- identification of potential partnerships/co-operative approaches
- more appropriate communication with colleagues
- sharing of resources
- tailoring of administrative systems.

Different *structures* for arts organisations may relate to:

- accountability
- decision making
- funding
- legal/governance structures
- orientation
- philosophy
- staffing (volunteers, specialists, multi-skilled)
- timeframes.

Unit Sector(s)

Not Applicable

CUVADM12B Work with arts professionals in an arts organisation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to communicate effectively with a range of arts professionals in the context of an arts organisation. It describes the role of the arts administrator or manager in working with a broad range of arts professionals. As such the unit builds on unit CUVADM11B Work within an arts organisation context. It involves an understanding of the work context of arts professionals and an understanding of the need for information by the arts professionals. This work is carried out under limited supervision.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit underpins work performance across the cultural industries and therefore has linkages to many other units within several cultural industries Training Packages, e.g.:

- Visual Arts Craft and Design
- Entertainment
- Music
- Film, TV, Radio and Multimedia.

It is also recommended that this unit be assessed with or after the following unit:

- CUVADM11B Work within an arts organisation context.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

- 1 **Determine communication requirements.**

- 1.1 Identify those ***arts professionals*** with whom communication is required for a given context.
1.2 Identify relevant ***information*** needs for interaction with arts professionals from perspectives of both parties.

- 2 **Exchange information with arts professionals.**

- 2.1 Organise ***mutually convenient interactions*** with arts professionals.
2.2 Communicate purpose and ***expected outcomes*** of the interaction with the arts professional.
2.3 Present information in formats appropriate to the context and within required timeframes.

ELEMENT**PERFORMANCE CRITERIA**

- 2.4 Seek information from arts professionals to meet identified needs within required timeframes.
- 3 **Establish and maintain professional relationships.**
- 3.1 ***Establish relationships*** within the appropriate cultural context in a manner that promotes goodwill and trust between the organisation and arts professionals.
- 3.2 Build trust and respect in business relationships through use of effective communication skills and techniques.
- 3.3 Identify and take up ***opportunities to maintain regular contact*** with arts professionals.
- 3.4 Pro-actively seek, review and act upon information needed to maintain sound business relationships.
- 3.5 Honour agreements within the scope of individual responsibility.
- 3.6 Nurture relationships through regular contact and use of effective interpersonal and communication styles.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- communication and negotiation skills in relation to the communication required between arts organisations and arts professionals.

Required knowledge:

- different types of arts professionals and their relevance to arts organisations
- work contexts for different types of arts professionals as relevant to a particular arts industry sector

Required Skills and knowledge

- typical communication requirements between arts organisations and arts professionals in a given context.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- development of a communication strategy with a range of arts professionals for a specific purpose which involves both receiving and disseminating information
- effective interpersonal and communication skills.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of an approach to communicating with arts professionals for a specific industry context
- interaction with others to reflect the communication and interpersonal aspects of the unit.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- oral or written questioning to assess knowledge of a specific arts context
- review of reports prepared by the candidate about communication approach taken for a specific project

EVIDENCE GUIDE

- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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).

Assessment of this unit requires access to specific information relating to arts organisations, and arts professionals.

Range Statement

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.

Work contexts of ***arts professionals*** may include:

- collectives/co-operatives
- community based/Indigenous organisations
- galleries, museums
- government departments
- not-for-profit and/or government funded arts organisations
- studio/media based practices
- theatres, performance spaces.

Information needs may relate to:

- competitions
- conceptual vision of the organisation and its impact on services provided
- events, e.g. lectures, talks

RANGE STATEMENT

- funding applications/allocations
- information about audiences
- information about marketing strategies
- information about specific arts professionals, their practices and historical contexts
- information about the context of the arts organisation
- loaning or borrowing of work
- marketing activities
- organisational and administrative practices
- publications
- record and document requirements, e.g. consignment notes, financial statements
- space usage
- techniques, methods and practices
- tendering processes
- timetabling and schedules.

Mutually convenient interaction may include:

- appointment
- formal, informal
- meeting
- museum/gallery/theatre/institutional visits
- rescheduling or moving to a more convenient space
- studio visits
- written, verbal.

Expected outcomes may relate to:

- arrangements for acquisition of work and associated documentation
- contracts
- decision not to proceed
- decision to proceed at a later date
- decision to proceed with that arts professional's work
- financial accountability
- financial arrangements, payments,
- identification of other arts professionals to approach
- identification of other networking opportunity
- invitation to meet again at a future time, when closer match between arts professional and arts

RANGE STATEMENT

organisation may be possible

- marketing, promotion and public relations
- referral of arts professional elsewhere.

Establishing relationships
may involve:

- approaching selected arts professionals
- organising interviews, meetings or other gatherings
- responding to unsolicited approaches
- telephone, newsletters publications, Internet, networking events.

Opportunities to maintain regular contact with arts professionals may include:

- attendance at industry events
- meetings
- regular face-to-face or other communication
- seminars.

Unit Sector(s)

Not Applicable

CUVADM13B Research and critique cultural work(s)

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and critique cultural work(s). The unit includes the ability to research cultural work(s) and information related to the work(s) and to reflect on and present a critique in a selected context in either a spoken or written mode. Informed research and critical analysis skills rather than written or spoken skills are the focus of the unit.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a range of other units and depending on the context, combined assessment and or training with those units may be appropriate, e.g.:

- CUVCOR13B Research and critically analyse history and theory to inform artistic practice
- CUSRAD02A Conduct research
- CULMS617A Undertake research.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 **Research context of cultural work(s).**

- 1.1 Identify relevant sources of information on cultural work(s).
- 1.2 Identify and explore ***potential new and alternative sources*** which are relevant to the work(s).
- 1.3 Use ***formal and informal research techniques*** appropriately to access information.
- 1.4 Organise research materials and findings for current and future use.

2 **Link research to cultural work(s).**

- 2.1 Critically ***evaluate*** work(s) and information related to the work(s).
- 2.2 Assess ways in which different aspects of history, theory and ***other influences*** are applied, adapted or challenged within the cultural work(s).
- 2.3 ***Develop substantiated position(s)*** to inform critical analysis of work(s).

3 **Present critique.**

- 3.1 Produce ***written or spoken texts*** on cultural works in appropriate genre to meet

ELEMENT**PERFORMANCE CRITERIA**

	organisational or publishing requirements.
	3.2 Apply appropriate text specifications to meet different audience and purpose requirements.
	3.3 Apply relevant <i>cultural protocols</i> to the critique of cultural work(s).
4 Update and maintain knowledge of trends related to domain of cultural work(s).	4.1 Identify and use opportunities to <i>update and expand knowledge</i> of history, theory and other influences on cultural work(s).
	4.2 Incorporate and integrate knowledge into cultural analysis and reporting.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy/oracy skills sufficient to critically evaluate and present complex and varied information on history and theory and other influences in relation to cultural work(s)
- research skills sufficient to analyse, interpret and present complex and varied references for application to cultural work(s).

Required knowledge:

- broad range of sources of information about history, theory and cultural practices relating to cultural work(s)
- conventions of art criticism
- information organisation practices and how these can be applied to the critique of cultural work(s)
- copyright, moral rights, cultural protocols and intellectual property issues and legislation and how these relate to the use of information in relation to cultural work(s).

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- application of research and analytical skills to critically evaluate cultural work(s)
- sound knowledge history and theory references and other influences and their application to the selected cultural work(s)
- knowledge of art criticism conventions
- use of appropriate genre of written or spoken texts to meet audience and purpose requirements.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to apply research, analysis and judgement to cultural work(s).

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of presentation or documentation prepared by the candidate explaining research processes and how issues surrounding history/theory and other influences have been used in the analysis of the work
- case studies to assess ability to research and use different types of information in the analysis of cultural work(s)
- questioning and discussion about the cultural work(s)
- written or verbal reports or documentation
- review of portfolios of evidence of completed or

EVIDENCE GUIDE

similar work

- third party workplace reports of performance by the candidate.

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 which interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to research information and to present critique.

Range Statement

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.

Sources may include:

- dance
- film, web
- historical texts
- images, objects
- journal articles
- oral histories
- performances, presentations
- religious and spiritual texts
- scientific texts
- secondary texts
- stories
- technical or medium specific information
- the writings of cultural theorists and philosophers

RANGE STATEMENT

Information may relate to:

- aesthetics
- criticism
- cultural issues
- gender and identity issues
- histories of art, craft and design
- land and place
- linguistics
- myth and legends
- new technologies
- philosophy
- politics
- signs and symbols
- spiritual concerns
- technical aspects of performances, presentations
- world histories.

Cultural work(s) may involve work(s) from one, or more than one, area of the arts including:

- arts administration
- dance
- design
- multimedia
- music
- performing arts
- photoimaging
- visual arts and contemporary craft
- writing.

Exploring **potential new and alternative sources** of information involves accessing information in a culturally appropriate way and may involve:

- attendance at performances
- interviews with innovative arts practitioners
- participation in performances
- visits to trade fairs, galleries, special events, e.g. biennial exhibitions, laboratories.

Formal and informal research techniques may include:

- analysis
- comparing information
- critical discourse

RANGE STATEMENT

- discussion
- judgement
- note taking, listing
- observation
- reflection
- summation.

Organising research materials and findings may involve:

- charts
- data base
- diagrams
- files
- indices
- mind maps
- sketches.

Evaluating may include:

- comparing
- considering merit
- contrasting
- critiquing
- discussion and debate
- judging
- reflecting.

Other influences may include:

- cultural practices and heritage
- local traditions and events
- media
- political frameworks
- related discourses
- techniques
- temporal considerations
- works of other artists.

Developing substantiated positions in relation to history, theory and other influences involves examination and justification from a range of viewpoints

- culture
- ecology
- gender
- philosophy
- politics

RANGE STATEMENT

within:

- society
- spirituality.

Written or spoken texts may include:

- academic texts
- art talks or presentations
- exhibition/performance programs/brochures/flyers
- gallery/museum/institutional/studio guiding presentations
- journal articles
- magazine or periodical articles
- newspaper reviews
- seminar presentations.

Appropriate text specifications may include:

- conventions of art criticism
- language, tone and grammar appropriate to written or spoken texts
- length, layout and format conventions of relevant written or spoken texts.

Audience requirements may cover the need to take account of the level of sophistication or understanding of cultural work(s) of:

- academic and teaching staff
- gallery/museum/organisation/theatre/studio visitors
- listeners
- peers
- readers.

Purpose requirements may cover:

- critical review of work(s)
- examination of work as an example of specific period or approach or style or school of cultural work(s) or as prototype or derivative piece
- examination of work in the context of other practitioners' work(s)
- examination of work in the context of selected practitioner's other work(s) or period(s)
- judgement of value of cultural work(s).

Cultural protocols may include:

- extent to which reference to the work may be used in presentation modes (written or spoken)
- intellectual property moral rights and copyright

RANGE STATEMENT

requirements

- permission to refer to and use the work(s), including systems for the administration of copyright of images
- protocols for the reference of work(s) or practitioner(s) by others.

Updating and expanding knowledge of history and theory may involve:

- discussions with innovative practitioners in relevant areas of arts practice
- using the Internet
- visits to exhibitions, events, performances, presentations, studios, laboratories, manufacturers.

Unit Sector(s)

Not Applicable

CUVCON06B Develop concepts for arts organisations or projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge to develop concepts for arts organisations or for specific arts projects. It includes the need for concept generation, communication and consultation on the concept, and development of the concept to a pre-operational stage. Concepts may be required for a wide range of purposes including programs, events, exhibitions or administrative structures. This work would usually be carried out autonomously and may include responsibility for others.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has strong linkages to other general management units that focus on development and planning skills, and combined assessment and/or training with those units is recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 Clarify context for the concept.

- 1.1 Investigate and clarify the overall purpose for the ***concept***.
- 1.2 Investigate and clarify initial possibilities for realising the concept.
- 1.3 Refine and clarify the key objectives for the concept in consultation with relevant colleagues and stakeholders.

2 Generate concept.

- 2.1 Generate a range of different, innovative and creative approaches for the concept.
- 2.2 Review different approaches for technical feasibility, innovation, creativity and acceptance to client/audience.
- 2.3 Identify potential ***constraints*** and assess their impact on the concept.
- 2.4 Take account of social, ethical and environmental impacts in generating the concept.
- 2.5 Select possible approaches that meet the key objectives, and draft ***proposals*** in an appropriate format.

ELEMENT**PERFORMANCE CRITERIA**

3 Consult on concept.	3.1 Identify key stakeholders with whom consultations should be held, including the need for expert advice. 3.2 Develop and implement an appropriate consultation strategy . 3.3 Establish commitment and support for the proposed concept.
4 Adjust and refine concept.	4.1 Determine advantages and disadvantages of different approaches based on consultation, creativity and operational feasibility. 4.2 Evaluate concept and select final approach to meet the desired outcome.
5 Develop concept to pre-operational stage.	5.1 Develop specifications or initial plans for the implementation of the concept, including information on resources, technical and other operational requirements. 5.2 Present or communicate specifications or plans to relevant parties for approval, funding or endorsement.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- report/proposal writing skills
- networks and stakeholders in the relevant areas of the arts
- communication skills in relation to consulting with others on concepts and ideas
- research and analytical skills.

Required Skills and knowledge

Required knowledge:

- in-depth industry knowledge of the relevant area of the arts
- technical knowledge sufficient to inform realistic concept development to a pre-operational stage
- appropriate ways of documenting different types of arts concepts/proposals.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- development of a concept for an arts organisation or project which meets overall objectives
- communication skills demonstrated through effective consultation processes.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of a concept for an arts organisation or project to meet a specific industry need
- consultation/interaction with others to reflect the communication aspects of this unit.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of concept proposals and specifications developed by the candidate
- evaluation of reports prepared by the candidate detailing approaches to concept development,

EVIDENCE GUIDE

- challenges faced and how these were addressed
- case studies to assess ability to apply the concept development process to different situations and contexts
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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).

Assessment of this unit requires access to the materials resources and equipment needed to develop concepts, e.g. relevant documentation.

Range Statement

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.

Concepts may be developed for a wide range of purposes within an arts context including:

- administration
- creative policy
- exhibitions
- festivals
- funding sources
- management structures
- marketing approaches
- public programs
- the creation of an arts organisation.

RANGE STATEMENT

Concept ***constraints*** may relate to:

- community context
- financial or other resource constraints
- philosophy/vision of the organisation
- profit requirements
- technical feasibility
- timing.

Appropriate formats for ***proposals*** may include:

- briefs
- reports
- submissions for funding
- technical specifications.

Key stakeholders may include:

- boards or committees
- existing staff or management
- financial contributors to the organisation
- government representatives
- nominations or representatives from other organisations
- policy makers
- potential audience groups
- potential exhibitors or user groups
- reference groups.

Consultation strategy may include:

- advertising
- discussions
- distribution of policy documents/reports
- internal communications
- interviewing
- mail outs
- presentations
- press releases
- telephone campaigns.

Unit Sector(s)

Not Applicable

CUVCOR04B Originate concept for own work and conduct critical discourse

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to originate the concept and conduct critical discourse about the concept for own work. The concept encompasses ideas, form and context for the work. The unit includes the need for research and analysis of ideas and references, plus the creation of innovative concepts. It also includes a requirement for critical and informed discourse with others about one's own work. This unit both encompasses and goes beyond unit CUVCOR03B Develop, refine and communicate concept for own work.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit underpins many specialisation units and combined assessment and/or training with those units is highly recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 Research concept ideas.	1.1 Identify and <i>source</i> references which may inform concept development. 1.2 Critically analyse sources and references in the context of current work. 1.3 Collect, collate and analyse references to inform <i>concept</i> development.
2 Generate concept.	2.1 Develop a range of different, innovative and creative approaches for the concept based on the nature of own artistic practice. 2.2 Reflect on and integrate ideas generated from research. 2.3 Consider possible <i>constraints</i> for the concept, based on nature and purpose of work. 2.4 Continuously reflect on and appraise ideas for the concept. 2.5 Synthesise and refine concept based on research, reflection and relevant constraints.
3 Conduct critical discourse.	3.1 Identify <i>relevant individuals</i> to participate in critical <i>discourse</i> about work concepts.

ELEMENT**PERFORMANCE CRITERIA**

	3.2 Identify potential ways in which discourse may be undertaken, and select the most appropriate.
	3.3 Provide key information on work concepts and concept development including influences, evaluation of options and problem-solving strategies .
	3.4 Use effective communication techniques to generate discussion, debate and critical analysis of the concept.
4 Adjust and refine concept.	4.1 Undertake own analysis of concept and challenge ideas and approaches taken.
	4.2 Seek input and comments from others about the concept.
	4.3 Re-evaluate and refine options for the concept based on own analysis and critical discourse with others.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to research and evaluate a wide range of source materials for the development of the concept for own work
- literacy skills sufficient to conduct a critical discourse about the concept for own work.

Required knowledge:

- a wide range of sources of information pertaining to the development of the concept
- in-depth appropriate communication methods to encourage critical discourse about the concept for own work
- the theoretical and philosophical context for concept development

Required Skills and knowledge

- other artists/designers/curators/arts administrators and their development of concepts for their own work
- thorough knowledge of the elements and principles of design and how they may be used in the development of the concept for own work
- copyright, moral rights and intellectual property issues and legislation which assist the development and critical discourse of the concept for own work.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- development of the concept through a process of selecting and critically analysing source material, then synthesising and refining the concept for own work
- effective participation in a critical discourse about the concept for own work which shows a command of relevant references, terminologies and ideas.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through research and concept generation through multiple pieces of work
- interaction with others in a critical discourse about the concept for own work.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- participation in a critical discourse on the

EVIDENCE GUIDE

- candidate's work concepts
- discussion and questioning about research and development processes
- written and/or verbal reports
- visual presentation, including diagrams, charts, slides, using digital technology
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to source, organise and analyse information.

Range Statement

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.

Source materials may include:

- company reports
- direct observation from the natural or built environment
- music and/or film/video
- myths and legends
- oral history
- photographs and other artworks
- promotional material

RANGE STATEMENT

- range of texts/text types
- technical reports/data.

Critically analysing sources and references in the context of current work may involve:

- considering how ideas may be adapted
- considering how ideas may be challenged within work
- drawing links between references and own work
- making judgements about relevance of information and ideas.

The **concept** may include:

- the relationship of the work to a theoretical and historical/contemporary context
- the relationship of the work to new and emerging technology and its current and potential application
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural or social issues; spiritual concerns.

Constraints for the concept may include:

- audience
- availability of materials, tools and equipment
- budgeting
- presentation venue/context
- sponsorship
- timeframe.

Relevant individuals may include:

- art critics and writers
- mentor
- other artists
- peer group
- supervisor.

Discourse may involve:

- electronic - video conference, Internet
- forum
- use of diagrams, charts
- visual and oral presentation
- written and visual presentation.

RANGE STATEMENT

Influences on the ***development*** of the concept may include:

- discussion and debate about the concept with peers/supervisor
- the conceptual development of work by other artists/designers/curators/arts administrators
- theoretical and philosophical considerations.

Problem solving strategies may include:

- further evaluation of concept against personal affinity with the idea, social conventions and or significance and aesthetic considerations
- further reflection on concept
- innovation, thinking beyond established boundaries or conventions.

Unit Sector(s)

Not Applicable

CUVCOR07B Use drawing techniques to represent the object or idea

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to visually represent objects or ideas. At this level, drawing techniques would be basic. This is a core unit which complements all specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This work would usually be carried out under supervision.

This is a core unit which underpins many other specialisation units.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to all the specialisation units in the Visual Arts Craft and Design Training Package and to units from other Training Packages.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for drawing.	1.1 Correctly identify tools and materials required for basic drawing <i>techniques</i> . 1.2 Select appropriate <i>tools and materials</i> for basic drawing techniques.
2 Use basic drawing techniques.	2.1 Apply a limited range of techniques to represent the <i>object or idea</i> . 2.2 Handle tools and materials <i>safely</i> .

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- literacy skills sufficient to read product labels and instructions
- numeracy skills sufficient to deal with basic scaling and layout issues.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge:

- general knowledge of the physical properties and capabilities of the most commonly used materials and tools for drawing
- general knowledge of different approaches to drawing and the work of other practitioners in relation to using drawing to represent an object or idea
- awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing
- overview knowledge of the elements and principles of design
- environmental and occupational health and safety issues associated with the tools and materials used in drawing work.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of more than one drawing which represents the object or idea and which shows command of the basic technique/s used.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the production of drawings.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of work in progress
- questioning and discussion of the candidate's

EVIDENCE GUIDE

intentions and work

- verbal or written reports
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to apply basic drawing techniques.

Range Statement

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.

The ***object or idea*** may include a:

- ceramic piece
- design solution
- developing concept
- fibre/textile work
- movement sequence/s
- mural
- piece of jewellery or other wearable object
- prop/set/costume
- room layout
- sculpture
- stage setup
- story or narrative

RANGE STATEMENT

- technical solution.

Techniques may include:

- application of pigment
- linear marks of differing character
- linear marks to produce illusion of form in space
- simple linear perspective
- tonal ranges to produce illusion of form in space.

Materials and tools may include:

- a range of graphite pencils
- a range of papers
- board
- charcoal
- colour pencils
- drafting equipment
- measuring tools
- natural ochres
- pastels and chalks
- pigments
- rags
- sticks
- wood/bark.

Safely means:

- in accordance with relevant occupational health and safety practices and legislation.

Unit Sector(s)

Not Applicable

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop drawings which represent and communicate the concept. This is a core unit which complements all the specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This unit goes beyond the scope of CUVCOR07B Use drawing techniques to represent the object or idea and CUVCOR08B Produce drawings to represent and communicate the concept in terms of the complexity of skill requirement, use of techniques and sophistication of representation. This work would usually be carried out under supervision.

This is a core unit which underpins many other specialisation units.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to all the specialisation units in the Visual Arts Craft and Design Training Package, and to units from other Training Packages.

Prerequisite units

This unit has linkages to all the specialisation units in the Visual Arts Craft and Design Training Package, and to units from other Training Packages.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 **Research suitable drawing techniques for representing the concept.**

1.1 Identify appropriate ***sources of information*** relating to a range of ***techniques*** and ***materials*** and their application to the communication of a ***concept***.

1.2 Systematically gather and organise the information.

1.3 Evaluate information in terms of the application of techniques and materials to the concept.

1.4 Select a range of possible techniques taking into account communication of the concept and the ***presentation context***.

2 **Determine**

2.1 Identify purpose, scope and presentation context

ELEMENT	PERFORMANCE CRITERIA
purpose for drawings.	of <i>drawing</i> requirements. 2.2 Identify any technical requirements or specifications. 2.3 Select a range of possible techniques taking into account communication of the concept and the presentation context.
3 Explore drawing techniques and produce drawings.	3.1 Select appropriate materials and tools for drawing. 3.2 Draw the concept using the range of selected techniques. 3.3 Evaluate suitability of each technique in terms of its success in communicating the concept within the presentation context. 3.4 Select the drawing/s which best communicate/s the concept within the presentation context. 3.5 Prepare drawing/s for the identified presentation context.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- literacy skills sufficient to read product safety labels and instructions and to prepare drawings for presentation
- numeracy skills sufficient to determine layout issues and to deal with scaling.

Required knowledge:

- physical properties and capabilities of a wide range of materials and tools used in drawing
- general knowledge of the elements and principles of design and their specific application to drawing
- general knowledge of different approaches to drawing and how other practitioners

REQUIRED SKILLS AND KNOWLEDGE

- use drawing to represent the concept
- awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing
- environmental and occupational health and safety issues associated with the tools and materials used for drawing.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of a series of drawings which demonstrate a command of the selected techniques and which successfully communicate the concept.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using selected tools and materials to produce and present drawings which represent and communicate the concept.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the production of drawings
- evaluation of drawings
- questioning and discussion about candidate's intentions and the work outcome
- verbal or written reports
- review of portfolios of evidence
- third party workplace reports of performances by

EVIDENCE GUIDE

the candidate.

Assessment of this unit requires access to the materials, resources and equipment needed to apply drawing techniques to represent and communicate the concept.

Range Statement

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.

The ***concept*** may relate to an object or idea and may include:

- crafted objects
- design concepts
- digital work
- installations
- movement sequence
- paintings or prints
- performance
- sculptures
- story, narrative
- technical solutions for a work or design.

Sources of information may be:

- catalogues
- colour charts and boards
- nature
- stories or narratives
- technical texts
- the work of other artists and designers.

Techniques may include:

- digital drawing techniques

RANGE STATEMENT

- integration of text and drawing
- linear marks of differing intensity and character
- linear marks to produce illusion of form in space
- linear perspective
- positive/negative space
- scaling techniques
- tonal range to produce illusion of form in space
- washes.

Materials may include:

- a range of graphite pencils
- a range of papers
- bark/wood
- boards
- charcoal
- colour pencils
- crayons
- inks
- natural ochres
- pastels and chalks
- pigments
- solvents
- watercolour.

The **presentation context** may include:

- exhibition proposals
- grant applications
- projections
- proposals for product development
- proposals in response to a brief
- publications
- visualisation of a object, product or idea.

Preparing **drawings** for presentation may involve:

- adding captions, text to drawings
- cleaning drawings
- mounting drawings
- preparing drawings for printing/reproducing
- scanning drawings and preparing them for electronic storage or transmissions.

RANGE STATEMENT

The purpose and scope of the *drawings*:

- relate to their presentation context.

Equipment may include:

- air brush
- blades
- brushes
- computer
- digital camera
- drawing and design applications
- printer
- rags
- scanner
- sponges
- sticks.

Unit Sector(s)

Not Applicable

CUVCRS03B Produce computer-aided drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use a range of CADD program functions and features to produce drawings. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors. The focus of this unit is on the technical skills required to operate CADD, and design skills are found in other units within the Visual Arts Craft and Design Training Package.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a wide range of other units in various Training Packages and combined assessment and/or training with those units would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 Determine drawing requirements.	1.1 Review relevant documentation/concept <i>information</i> to determine requirements and processes based on project objectives and parameters. 1.2 Liaise with relevant colleagues to confirm and clarify requirements.
2 Select and set up CADD package.	2.1 Correctly identify required hardware, software, tools and equipment for the specific project. 2.2 Correctly set up hardware and software in accordance with operating instructions and organisational procedures. 2.3 Identify and retrieve digitised information relevant to the project.
3 Gather object parameters and/or measurements.	3.1 Accurately establish and record critical dimensions and data for the required <i>design</i> . 3.2 Correctly identify the requirements in relation to accuracy, tolerances and other critical information.

ELEMENT	PERFORMANCE CRITERIA
4 Prepare plots or drawings.	4.1 Correctly access and use <i>CADD functions and features</i> in accordance with operating instructions. 4.2 Correctly access and use <i>peripheral equipment</i> required for the project. 4.3 Prepare and review preliminary drawings in consultation with relevant colleagues.
5 Check drawings and save files.	5.1 Check designs against the project objectives and specifications in accordance with organisational procedures. 5.2 Identify and make required adjustments to designs based on review and consultation with relevant colleagues. 5.3 Store data files in accordance with operating instructions and organisational procedures.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to interpret and use digital information, including instructions required for the production of computer aided drawings
- numeracy skills sufficient for calculations and measurements required for the production of computer aided drawings.

Required knowledge:

- the ways in which CADD is used within a specific industry context
- basic principles of CADD
- typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing
- occupational health and safety issues associated with the use of hardware and software

Required Skills and knowledge

- awareness of copyright, moral rights and intellectual property issues and legislation associated with the use of CADD.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- ability to use the standard features and functions of a CADD program to produce drawings
- knowledge of CADD capabilities and uses in relation to the specific industry context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using an industry-current CADD program to develop drawings for a specific workplace purpose.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of drawings produced by the candidate
- oral or written questioning to assess knowledge of CADD features and functions
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties e.g. speakers of

EVIDENCE GUIDE

languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to produce computer-aided drawings.

Range Statement

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.

Information required for the project may include:

- creative objectives
- measurements/dimensions, e.g. objects, space
- relevant statutory requirements, e.g. safety
- scope for making adjustments
- technical objectives.

Computer-aided ***designs*** may be required for a large range of work situations and may include:

- costume/fashion designs
- lighting plots
- object or product design
- room/site/stage layouts
- stage and set design
- visual art works and/or projects, e.g. community installations, public art, performance.

CADD functions and features to be used must include:

- drawing tools (methods for drawing lines, arcs, polylines, texts, dimensions)
- edit functions
- plotting and printing
- view displays

RANGE STATEMENT

- working with layers.

CADD functions and feature
to be used may include:

- 3D techniques, e.g. entering coordinates, displaying 3D views
- how CADD works in an integrated environment
- isometrics and perspectives
- macros
- use of attributes to make project reports.

Peripheral equipment
required for the project may
include:

- plotters
- printers
- scanners.

Unit Sector(s)

Not Applicable

CUVCRS04B Produce technical drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and refine a range of techniques to produce technical drawings. It outlines the ways technical drawing can be applied to a range of contexts where visual representation is required. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. This work would usually be carried out independently, although guidance would be available if required.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a wide range of other units in various Training Packages and combined assessment and/or training would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 **Determine technical drawing requirements.**

- 1.1 Review relevant documentation/concept information to determine ***technical drawing*** requirements.
- 1.2 Where appropriate, liaise with relevant colleagues to confirm and clarify technical drawing requirements.

2 **Select techniques.**

- 2.1 Identify and select appropriate ***materials, tools*** and ***equipment*** suitable for technical drawing.
- 2.2 Safely follow procedures to ***test*** and practise a range of technical drawing ***techniques***.

3 **Produce technical drawings.**

- 3.1 Select the most appropriate technical drawing technique for the work to be produced.
- 3.2 Select the materials, tools and equipment appropriate to the technique.
- 3.3 Use technical drawing techniques correctly to production drawings which are consistent with ***concept***/purpose of the drawing.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to interpret material required to produce technical drawings
- numeracy skills sufficient for calculations and measurements required to produce technical drawings.

Required knowledge:

- physical properties and capabilities of the range of materials, tools and equipment used for technical drawing work
- knowledge about technical drawing techniques and their application to a range of contexts and subject matter
- technical drawing practices, their history and theory
- awareness of copyright, moral rights and intellectual property issues and legislation
- organisational and legislative occupational health and safety procedures in relation to technical drawing work.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of technical drawings which show a command of the selected techniques and meet the required purpose/objectives
- knowledge of technical drawing techniques and

EVIDENCE GUIDE

their application to specific contexts.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required materials, tools and equipment to produce technical drawings consistent with the concept/work requirements.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the drawing in progress
- evaluation of technical drawings produced by the candidate
- questioning and discussion of the candidate's intentions and work outcome
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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).

Assessment of this unit requires access to the materials, resources and equipment needed to produce technical drawings.

Range Statement

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**

RANGE STATEMENT

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.

Technical drawings may be:

- circuits
- diagrams
- elevations
- flow charts
- illustrations
- plans
- sections
- sketches.

Materials may include:

- acetate sheets
- chalks
- drafting film
- erasers
- inks and wet mediums
- markers
- paper
- pencils
- pens
- tape.

Tools and ***equipment*** may include:

- computer, software applications
- cutting knives, scissors
- drafting instruments
- drafting table
- light box
- photo copier
- plotter
- printer
- rulers
- scanner
- templates.

Testing processes may involve:

- exploring techniques and materials by making practice pieces, test pieces or samples.

RANGE STATEMENT

Techniques may include:	• computer-aided drawing • drafting using drafting instruments • drawing orthogonal projection • drawing to represent scale, perspective, dimension, volume • freehand drawing • geometric drawing • lettering • rendering.
The concept for the technical drawing may encompass:	• aesthetic considerations • choice of technique and materials • presentation context.
The subject matter or object to be represented may include:	• architectural structure • electronics • furniture • landscape scheme • lighting and sound set ups • mechanics • objects and products • theatre, film props • theatre, film set.
Particular safety or environmental issues may include:	• Federal, State and Territory legislation, regulations and standards • personal protection.

Unit Sector(s)

Not Applicable

CUVCRS06B Make scale models

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to make 3-dimensional (3D) scale models in response to specifications, which may be part of a brief. The focus of this unit is on the technical skills required to make accurate scale models to designed specifications. Design skills are found in other units within the Visual Arts Craft and Design Training Package. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit has linkages to a wide range of other units in various Training Packages and combined assessment and/or training with those units would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 Determine scale model requirements.	1.1 Review relevant <i>specifications</i> and/or concept information or <i>brief</i> to determine requirements. 1.2 Liaise with relevant colleagues to confirm and clarify requirements.
2 Organise resources for scale model making.	2.1 Select <i>techniques</i> for model making consistent with project objectives and <i>parameters</i> . 2.2 Correctly identify <i>work space, equipment, tools</i> and <i>materials</i> for the specific project. 2.3 Set up work space and select equipment, tools and materials in accordance with operating instructions and organisational procedures. 2.4 Prepare and care for resources in accordance with <i>safety</i> and organisational requirements. 2.5 Follow storage and <i>inventory procedures</i> in accordance with organisational requirements.
3 Make scale models.	3.1 Establish core dimensions consistent with the specifications. 3.2 Safely make preliminary <i>models</i> representing core dimensions.

ELEMENT**PERFORMANCE CRITERIA**

	3.3 Review preliminary models against project objectives and specifications and in consultation with relevant colleagues.
	3.4 Identify and make required adjustments to models based on review and consultation with relevant colleagues.
	3.5 Make models consistent with project objectives and parameters.
4 Present scale models.	4.1 Identify appropriate means of presentation.
	4.2 Identify relevant colleagues for presentation.
	4.3 Present and store models, taking account of the need for professional presentation and organisational requirements, including future needs for the models.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to interpret information including instructions/specifications/ the brief
- numeracy skills sufficient to interpret and correctly apply calculations and measurements required for the production of scale models.

Required knowledge:

- the ways in which scale model making is used with a specific industry context
- general knowledge/basic principles of model making
- detailed knowledge of physical properties and capabilities of the range of equipment, tools and materials used for scale model making
- work space requirements for the production of models, including set up of work space for particular types of scale model making work
- environmental issues associated with the equipment, tools and materials used in

Required Skills and knowledge

scale model making

- organisational and legislative occupational health and safety procedures in relation to scale model making
- awareness of copyright, moral rights and intellectual property issues and legislation associated with scale model making work.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- application of selected techniques to make models consistent with project objectives and parameters
- knowledge of the processes and techniques used for scale model making
- presentation techniques for models in a specific workplace context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required materials, tools and equipment to make scale models for a specific workplace purpose.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the production of models
- evaluation of scale models made by the candidate
- oral or written questioning to assess knowledge of scale model-making techniques
- review of portfolios of evidence

EVIDENCE GUIDE

- third party workplace reports of performance by the candidate.

Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to make and present scale models.

Range Statement

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.

Specifications would be articulated in the brief and may refer to:

- client needs
- dimensions
- purpose
- style.

In addition to measurements/***specifications***, other information required for the project may include:

- client's organisational background
- creative objectives including style considerations
- legal, contractual, ethical and copyright considerations
- relevant statutory requirements, e.g. health and safety considerations
- scope for making adjustments
- technical objectives.

RANGE STATEMENT

The **brief**:

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, e.g. supervisor, client, community organisation
- is written diagrammatic, visual, verbal.

Techniques would depend on the project's objectives and parameters and may involve specialised techniques used for:

- carpentry
- ceramics
- glass work
- lighting (laser, spot, ambient)
- modelling with flexible materials
- painting and other surface decoration
- projection
- the manufacture of form by:
 - folding
 - twisting
 - hinging
 - bending
- sculpture
- working with fibres/textiles.

Parameters may refer to:

- cost, budgeting
- legal; contractual, ethical and copyright considerations
- materials requirements and availability
- requirements for development or building consent
- sponsorship
- technology
- timeframe

Work space needs may include:

- drying space
- dust extraction
- lighting and power requirements
- location-specific requirements
- process-specific space needs
- ventilation
- wet and dry areas.

RANGE STATEMENT

Tools and **equipment** may include:

- brushes, spatulas, scrapers
- buckets, containers
- clamps
- hand and power tools (saws, drills, sanders, compressor)
- lighting (to test shadows, spotlights etc)
- pliers
- protective clothing
- shaping tools (surform blades, planers, carving tools)
- specialised equipment for ceramic work
- specialised equipment for sculpture work
- spray gun.

Materials may include:

- clays
- coloured pencils, crayons, pastels, inks charcoal
- fibreglass
- foamcore, polystyrene
- found objects and/or materials
- glass
- laminates
- materials to represent a particular surfaces, e.g. rock, earth, water
- metals, e.g. sheet, wire
- nails, screws, hooks, bolts
- natural and/or synthetic fibres, tape, string
- paper, cardboard, paper pulp
- perspex
- recycled materials
- resins, latex, rubber
- turps, other solvents and cleaning materials
- water and oil based paints, specialised metal and wood primers, extenders and binders
- waterproof lacquers
- wood and timber products, e.g. balsa wood, MDF board, wooden skewers.

RANGE STATEMENT

Safety issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Inventory procedures may involve:

- files (including digital)
- product safety labels
- spreadsheet documentation
- written and visual documentation of manufacturers instructions.

Scale **models** may be required for a large range of work situations and may include:

- event design
- foyer design
- lighting plots
- object or product design
- open space environment
- room/site/stage layouts
- stage and set design
- visual art works and/or projects, e.g. community installations, public art, performance.

Unit Sector(s)

Not Applicable

CUVDES04B Integrate colour theory and design processes in response to a brief

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional (2D) and/or 3-dimensional (3D) space. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

This unit underpins many specialisation units, both within the Visual Arts Craft and Design Training Package, and other Training Packages, e.g. Entertainment. It is highly recommended that this unit be assessed in conjunction with those units.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

- 1 **Examine information on colour theory and design processes.**

- 1.1 Identify and access relevant ***sources of information*** on colour theory and design processes.
- 1.2 Examine information with consideration of how colour and design issues may be integrated in the design process.

- 2 **Apply and combine colour theory and design processes to produce samples.**

- 2.1 Select ***materials, tools and equipment*** required for the production of ***samples*** which integrate colour theory and design processes according to the needs of ***the brief***.
- 2.2 Follow appropriate and safe procedures to apply instances of design process and colour theory.
- 2.3 Select, combine and explore the ways in which colour theory and design processes may be integrated.
- 2.4 Consider outcomes in relation to processes used and suitability for the brief.
- 2.5 Explore different approaches to satisfy the requirements of the brief.
- 2.6 Produce a range of samples which demonstrate how colour theory and design processes can be

ELEMENT**PERFORMANCE CRITERIA**

integrated in two and/or three dimensional space.

2.7 Present and store work in a format which takes account of the need for professional presentation and potential need for the samples in future work.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to interpret a brief
- numeracy skills sufficient to calculate quantities and determine layout and construction issues.

Required knowledge:

- general knowledge of the role and nature of a brief within the design process, including different types of brief and how designers use them
- awareness of the notion of individual interpretation and choice within the design process, and the potential limitations of theory
- ways in which colour theory and design processes can be explored and combined to meet the needs of a brief
- knowledge about the materials, tools and equipment required for the production of samples which integrate colour theory and design processes
- knowledge about how other artists and designers have applied colour theory and design processes
- work space organisation and maintenance including environmental and safety issues
- copyright, moral rights and intellectual property issues and legislation and their impact on aspects of design.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of samples which integrate colour theory and design processes in accordance with the requirements of the brief
- fundamental understanding of the ways in which colour theory and design processes may be combined in the production of design or art work.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to access and apply colour theory and design processes to a specific context.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of the production of samples
- questioning and discussion
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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).

Assessment of this unit requires access to the materials resources and equipment needed to produce samples using integrated colour theory and design processes in two and/or 3D space.

Range Statement

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.

Sources of information on colour theory and design processes may include:

- art and design work
- books and magazines
- manufactured structures
- natural and architectural forms
- optics
- personal observation
- scientific texts
- software programs.

Materials may include:

- a range of drawing media and implements
- a range of papers and cardboard
- clays and plaster
- fibre, tape, string
- glues
- light
- nails, screws, wire
- paints and inks
- paper pulp
- wood, metal fabric, plastic.

Tools and equipment may include:

- air guns and brushes
- brushes
- clamps
- computer, scanner, relevant software programs
- cutting blades
- hammer, saw, pliers
- light sources
- pens and nibs

RANGE STATEMENT

- receptacles
- rulers
- scissors
- spatulas
- sponges.

Samples may be exercises in response to a brief and may involve consideration of:

- balance
- contrast
- direction
- emotional and cultural aspects of colour and design
- harmonies and discords
- illusion
- mass
- natural and artificial light
- negative and positive form and space
- proportion
- relationships of form to form and form to space
- rhythm
- size
- texture
- tone.

Samples may involve:

- binding, twisting, bending
- cutting, folding
- mark making
- modelling
- painting
- pasting, taping
- the application of light.

Producing **samples** may also involve:

- the application of integrated colour theories and design processes to a work in progress.

The brief:

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, e.g. supervisor, client, community organisation

RANGE STATEMENT

- may be written, diagrammatic, visual, verbal.

Unit Sector(s)

Not Applicable

CUVDES601A Design innovative products

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to design and develop innovative products in the creative arts industry.

This unit builds on the introductory unit CUVDSP14A Research and apply techniques for the design of products.

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

Application of the Unit

Application of the unit This unit applies to the creative arts industry where the development of innovative products is preceded by significant market research leading to the formulation of design concepts and solutions. This unit requires the self-directed application of skills and knowledge to design and develop innovative products that are 'market-ready'. This work is usually carried out independently or as part of a design team.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

- 1 **Identify commercial opportunities for creative product/s.**

- 1.1 Identify purpose, target market and medium of ***creative product/s.***
- 1.2 Undertake market analysis using appropriate ***information sources*** to determine ***design and production requirements*** of creative product/s.
- 1.3 Evaluate currency/credibility of information sources and ensure research scope is sufficiently broad.
- 1.4 Maintain accurate and comprehensive details of information sources.

- 2 **Formulate and test design concepts for creative product/s.**

- 2.1 Conceive and develop ideas/styles that complement design and production requirements using ***critical thinking techniques*** and ***entrepreneurial attitudes.***
- 2.2 Communicate design concepts using ***appropriate documentation methods*** to produce a preliminary representation of the creative product/s.
- 2.3 Critique, review and test design concepts (including objectives/constraints) with ***appropriate person/s.***

ELEMENT**PERFORMANCE CRITERIA**

	2.4 Ensure design concepts incorporate <i>elements and principles of design</i> .
	2.5 Negotiate design solutions with appropriate person/s.
3 Develop and exploit creative product/s.	3.1 Select and organise production resources in accordance with design and production requirements.
	3.2 Develop creative product/s in accordance with design and production requirements.
	3.3 Supervise the production process to ensure creative product/s meets requirements of target market.
	3.4 Present creative product/s to appropriate person/s in a way that optimises clarity, conciseness and appeal.
	3.5 Exploit identified commercial opportunities within target market.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient to communicate design concepts, research and evaluate relevant source materials and complete design documentation
- numeracy skills sufficient to:
 - assess the financial viability of creative/commercial opportunities
 - manage budgets
- communication skills sufficient to critique/review design concepts and negotiate design solutions with stakeholders
- creative thinking skills sufficient to conceive and develop design ideas and identify commercial opportunities to exploit them
- planning and organisational skills sufficient to:
 - interpret and respond to design briefs

Required Skills and knowledge

- supervise the production of creative products
- undertake market analysis/research into target markets and design trends
- problem solving skills sufficient to develop and implement design solutions
- technology skills sufficient to implement and use design hardware/software.

Required knowledge:

- common formats and features of design briefs
- commonly used research methodologies
- copyright, moral rights, intellectual property and legislation (applicable to specific industry contexts and design disciplines)
- equipment, media and software and their application to product design/manufacture
- occupational health and safety requirements relevant to particular work contexts and design disciplines
- production processes as they apply to designs in particular industry contexts
- quality assurance processes for product design and development (applicable to specific industry contexts and design disciplines)
- work and ideas of other product designers.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to identify commercial opportunities for creative product/s
- ability to formulate and develop design concepts
- ability to develop and exploit creative products.

Context of and specific resources for assessment

Assessment must ensure:

- access to an appropriate environment where design

EVIDENCE GUIDE

concepts and solutions can be negotiated with relevant stakeholders

- access to an environment where creative and commercial design opportunities can be exploited
- access to appropriate equipment, media and software used for product design/manufacture
- access to appropriate technology and information sources to undertake market analysis and research design trends
- access to appropriate learning and assessment support when required
- the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

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 and third party workplace reports of on-the-job performance by the candidate
- case studies to assess candidate's ability to undertake market analysis/research design trends
- direct observation of the candidate negotiating design solutions and exploiting creative products/s
- evaluation of design documentation and creative products/s produced by the candidate
- oral or written questioning to assess knowledge of technical and context issues that impact on design in a given industry context.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBDES501A Implement design solutions
- BSBDES601A Manage design realisation

Range Statement

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.

Creative product/s may include:

- platforms
 - digital media (CDs, DVDs, films, games consoles, kiosks, mobile phones, PDAs, slide shows, television, videos, websites)
 - tactile media (displays, exhibitions, presentations, print publications)
- two and three dimensional visual forms
 - digital media (animation, audio, code/script, film, graphic, image, modelling, text, video)
 - tactile media (cardboard, clay, fabric, fibre, film, glass, ink, lacquer, latex, leather, metal, paint, paper, photograph, plaster, plastic, pulp, resin, rubber, sand, stone, wax, wire, wood)
- types
 - business/corporate
 - community
 - educational/training
 - entertainment
 - ephemera
 - experiences
 - information
 - personal
 - promotional.

Information sources may include:

- copyright/legal representatives
- discussions with innovative industry practitioners
- electronic/print media (news, reviews, articles)
- employee association/union representatives (and other sources of industrial relations information)
- events (industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals, social events, symposiums)

RANGE STATEMENT

- government bodies and associated publications
- industry associations
- internet
- libraries and archives (text, film, video, sound, graphic)
- lifestyle and contemporary issues magazines
- museums/galleries/studios
- national/international journals (e.g. artist, computing and design journals)
- personal observations and experience
- professional competitions and awards
- retail/wholesale suppliers of products and services
- technical publications/reference books
- training programs, seminars, workshops, master classes, professional development opportunities.

Design and production requirements may include:

- access to resources such as:
 - software (authoring, composition, drafting, drawing, graphics, image capture, image manipulation, page layout)
 - equipment (computer hardware, drawing tools, hand and power tools)
 - medium (digital, tactile)
- aesthetic considerations such as:
 - features
 - finish
 - style (interactive, static)
- commercial considerations such as:
 - budget/costs (design, production, marketing)
 - business risk
 - feasibility
 - manufacturability
 - marketability
 - production method (mass, batch, one-off)
 - profitability
 - sustainability
 - timeframe
 - viability
- cultural, ethical and social considerations such as:

RANGE STATEMENT

- accessibility
- benefits
- equity
- user friendliness (ease of use)
- functional considerations such as:
 - efficiency/effectiveness
 - ergonomics
 - instructional integrity
 - reliability
 - spatial
- regulatory/technical considerations such as:
 - conditions of use
 - environmental
 - health and safety
 - industry and/or design standards
 - legal, contractual and copyright
 - licensing (product, open-source)
 - medium characteristics/capabilities
 - ownership/intellectual property.

Critical thinking techniques
may include:

- analysing and evaluating actions and policies
- clarifying issues, values and standards
- comparing analogous situations
- comparing and contrasting ideals with practice
- comparing and evaluating beliefs, interpretations and theories
- developing criteria for evaluation
- distinguishing relevant from irrelevant facts
- examining and evaluating assumptions
- exploring implications and consequences
- generating and assessing solutions
- making interdisciplinary connections
- making plausible inferences and predictions
- noting significant similarities and differences
- reading and listening critically
- recognising contradictions
- transferring insights to new contexts
- using critical vocabulary.

RANGE STATEMENT

Entrepreneurial attitudes may include:

- ability to act on intuition and assumptions
- ability to think laterally and independently
- ability to work within ambiguity and uncertainty
- confidence in self and vision
- curiosity
- desire to take risks
- flexibility
- interest in pursuing new ideas.

Appropriate documentation methods may include:

- diagrams
- drawings or sketches - manual or computer aided design and drafting (CADD)
- electronic presentations
- illustrations
- layouts
- mock-ups
- models
- plans
- practice pieces
- prototypes
- samples
- verbal presentations
- written notes with rationale or description.

Appropriate person may include:

- clients
- commissioning body/organisation
- community organisation
- competitors
- construction staff
- design team
- early adopters
- management staff
- manufacturers
- material importers and suppliers
- mentors
- peers
- production staff

RANGE STATEMENT

- sales staff
- suppliers
- target market (customer segments, focus groups).

Elements and principles of design may include:

- design elements
 - colour
 - direction
 - form
 - light
 - line
 - mass
 - point
 - shape
 - size
 - space
 - texture
 - time
 - tone
 - value
- design principles
 - balance
 - contrast
 - dominance
 - emphasis
 - harmony
 - movement
 - pattern
 - proportion
 - rhythm
 - unity.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Creativity and Innovation - Design Process

Modification History

Not Supplied

Unit Descriptor

Not Supplied

Application of the Unit

Not Supplied

Licensing/Regulatory Information

Not Supplied

Pre-Requisites

Not Supplied

Employability Skills Information

Not Supplied

Elements and Performance Criteria Pre-Content

Not Supplied

Elements and Performance Criteria

none

Required Skills and Knowledge

Not Supplied

Evidence Guide

Not Supplied

Range Statement

Not Supplied

Unit Sector(s)

Not applicable.

Custom Content Section

Not Supplied

CUVICS01B Contribute to workplace improvements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This competency standard covers the skills required to observe the workplace and to generate ideas for improvement within the cultural industries. This entails being able to identify areas for improvement, generate appropriate ideas or solutions and evaluate their appropriateness. The standard relates to entry-level positions in the cultural industries and may include jobs such as assistant stage manager, arts administration assistant or photographer's assistant. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 **Identify areas for improvement.**

- 1.1 Own role and others are clearly identified.
- 1.2 Opportunities for improvement are identified.
- 1.3 ***Area for improvement*** is carefully checked and clarified.

2 **Generate ideas for improvement.**

- 2.1 A range of ***ideas/solutions*** is generated.
- 2.2 Information relevant to ***ideas*** is gathered.
- 2.3 Ideas are reviewed for relevance and practicality.
- 2.4 Suitable idea/s are developed further.

3 **Discuss idea/s with others.**

- 3.1 ***People*** who can contribute to the idea/s for improvement are identified.
- 3.2 Appropriate ***communication method*** is selected.
- 3.3 ***Feedback*** on idea/s is sought, discussed and considered.
- 3.4 Proposed idea/s for improvement is reviewed and developed in response to feedback.

ELEMENT	PERFORMANCE CRITERIA
4 Develop the idea/s for improvement.	4.1 Process for implementing idea/s is planned and explored. 4.2 Idea/s for improvement is presented to appropriate people.
5 Review the proposed improvement.	5.1 Process for development and implementation of idea/s is reviewed.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills to read and interpret workplace procedures and work instructions
- communication, interpersonal and customer service skills in a socially diverse context
- ability to accept positive and negative feedback
- ability to observe details and changes
- ability to experiment with ideas
- presentation skills
- ability to recognise limitations and ask for help where needed
- ability to listen to ideas and opinions of others with an open mind.

Required knowledge:

- knowledge of organisational structure
- health and safety procedures
- cultural difference
- evaluation and review procedures
- creative thinking techniques.

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- observation of problems and development ideas/suggestions for improvements to processes, procedures or systems in the workplace
- understanding of own role and the role of others
- ability to develop and evaluate own ideas and consult with relevant others.

Context of and specific resources for assessment

The assessment context must provide for:

- interaction with others to reflect the collaborative nature of the improvement process.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate participating in discussions and other collaborative activities to develop ideas
- oral or written questioning to assess knowledge of processes for developing and implementing ideas for improvement within the workplace
- presentation of a collection of relevant information, planning, and steps to implement identified improvements.

This competency standard should be assessed with other standards that make up a specific job function for a specific context within the cultural industries.

EVIDENCE GUIDE

Standards may include the following:

- CUFRES401A Conduct research
- FNSICGEN402B Participate in negotiations
- BSBCMM401A Make presentations
- CUVPHI04B Apply photoimaging lighting techniques
- CUVCRS08B Document the work progress
- CUVCRS02B Select sites and plan work

Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

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.

Checking the ***area for improvement*** involves:

- asking questions
- observing problems
- understanding current procedures and processes.

Ideas/solutions might be generated by:

- developing checklists and/or plans
- talking to colleagues or supervisors
- using brainstorming techniques
- visualising different ways of working.

Ideas might be developed by:

- the resources needed
- thinking through all aspects of the idea/s
- time required and so on.

RANGE STATEMENT

People who may contribute include:

- those who can challenge, support, fund, promote or provide technical knowledge for the idea/s.

Communication methods may include:

- by email
- by telephone
- face to face
- in a meeting
- in writing.

Seeking, discussing and considering **feedback** refers to:

- actively listening
- asking questions
- clarifying understanding and accepting the opinions and ideas of others
- occupational health and safety considerations should be taken into account as well as cross-cultural implications.

Planning the **process** includes:

- identifying all the steps required for implementing the idea/improvement.

Reviewing the **process** might involve:

- aspects that worked really well
- identifying possible solutions for future action
- identifying problems that were encountered.

Unit Sector(s)

Not Applicable

CUVICS02B Share ideas in the workplace

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills required to share idea/s with others in the workplace in a range of contexts within the cultural industries. This entails being confident in idea/s, selecting the most appropriate method to communicate it, accepting feedback and identifying areas for improvements. This competency standard has been designed to encourage employees to discuss and think about ideas they may have in relation to work practices, services or products in the industry. It relates to entry and operative level positions in the cultural industries in areas such as event organisers, sales functions in community arts facility/studio, stage design, public art, music studio or a graphic design studio. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Clarify idea/s for communication	1.1. Advantages and disadvantages of idea/s are identified. 1.2. Information relevant to the idea/s is gathered. 1.3. <i>Effects</i> of the idea/s are identified. 1.4. Other possible <i>options</i> are considered.
2. Prepare for communication	2.1. <i>Relevant people</i> are identified. 2.2. Suitable <i>communication method</i> is selected. 2.3. Suitable time and place for communication is established. 2.4. <i>Responses</i> are anticipated and support for idea/s is developed.

ELEMENT	PERFORMANCE CRITERIA
3. Share idea/s	3.1.Idea/s is presented in appropriate way. 3.2. Feedback is sought, discussed and accepted. 3.3.Idea/s is modified accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ability to accept positive and negative feedback
- ability to observe details of people, objects and events
- presentation skills
- ability to experiment with ideas and modify them
- ability to recognise limitations and ask for help where needed
- ability to listen to ideas and opinions of others with an open mind
- ability to ask questions and seek clarification
- ability to follow organisational guidelines or work under supervision.

Required knowledge

- selecting appropriate communication methods
- organisational structure, such as who the relevant people in the organisation are and who to notify if there are problems
- evaluation and review procedures.

Evidence Guide

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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • clear and confident definition of idea/s • effective expression of idea/s to others within a work context in the cultural industries • ability to actively listen for both positive and negative feedback and modify idea/s accordingly.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the improvement process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in discussions and other collaborative activities to develop ideas • oral or written questioning to assess knowledge of methods for sharing and communicating ideas within the workplace.
Guidance information for assessment	This competency standard should be assessed with other standards that make up a specific job function for a specific context within the cultural industries. Standards may include: • CUVPHI01B Source and apply photoimaging industry knowledge • CUSADM01A Purchase or hire equipment/supplies • CULMS410A Provide research assistance • CUVCOR03B Develop, refine and communicate concept for own work • CUVCRS01B Plan work for a nominated site • CUEMAR01B Assist with marketing activities • BSBDES402A Interpret and respond to a design brief Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not

EVIDENCE GUIDE

	be included in this particular Training Package.

Range Statement**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.

The <i>effects</i> will include:	- the people who may be involved - the resources and processes needed to develop and implement the idea/s - the impact on the workplace.
Other <i>options</i> include:	considering other ideas and being open to make changes to the original idea.
<i>Relevant people</i> may include:	- peers - a supervisor - an area leader - a manager.
<i>Communication methods</i> refer to how and when you will present your ideas such as:	- face to face in a team meeting - in an informal discussion or one on one with a specific person - during an informal discussion - in writing - by email or telephone.
<i>Responses</i> can be anticipated by:	- visualising the meeting or discussion - thinking through both positive and negative aspects of the idea - identifying the questions and viewpoints of others.
Seeking, discussing and accepting <i>feedback</i> refers to:	- actively listening - asking questions - clarifying, understanding and evaluating - accepting and rejecting the opinions and ideas of others' as appropriate.

RANGE STATEMENT**Modifying** ideas involves:

- making improvements or developing your idea/s based on the feedback received.

Unit Sector(s)**Unit sector****Co-requisite units****Co-requisite units****Competency field****Competency field**

Research and Innovation

CUVICS03B Develop innovative ideas at work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills required to systematically generate and develop innovative ideas in the workplace. It is a generic standard, which may be customised for different work contexts within the cultural industries. This competency standard requires the skills to interpret or observe a need and develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user. This standard of competency could be completed by anyone in the cultural industries above entry and basic operational levels. Its six elements cover all six <i>innovation @ work</i> skills which are central to innovative thinking. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the need for innovation	1.1.The need, brief or opportunity for <i>innovation</i> within workplace context is recognised. 1.2. <i>Assumptions</i> about products/processes are challenged to identify opportunities for innovation. 1.3.Possible future contexts and environments for the innovation are projected. 1.4.End <i>user requirements</i> are identified. 1.5.Resources and constraints are identified.

ELEMENT	PERFORMANCE CRITERIA
	1.6. Factors and ethical considerations that may impact on the idea are researched. 1.7. Relevant organisational knowledge is accessed. 1.8. Desired outcomes from innovation are identified.
2. Generate a range of ideas	2.1. Ideas are conceptualised using a range of creative thinking techniques. 2.2. Relevant knowledge to explore a range of approaches is applied. 2.3. Stimulation from alternative sources is sought. 2.4. Ideas are tested against the brief and other factors. 2.5. Preferred idea/s is selected.
3. Collaborate with others	3.1. Idea/s is developed in conjunction with relevant people. 3.2. Feedback is sought and accepted from relevant people in an appropriate fashion. 3.3. Idea/s is modified according to feedback. 3.4. A network of peers is established, maintained and utilised to develop the idea/s.
4. Reflect on idea/s	4.1. Idea/s is analysed from different perspectives using structured reflection. 4.2. Appropriate strategies are used to capture reflections. 4.3. Time is allowed for the development and analysis of idea/s. 4.4. Reflections are utilised to improve the idea/s.
5. Represent idea/s	5.1. An appropriate communication method is selected for the target audience. 5.2. The presentation of the idea/s is developed with the audience in mind. 5.3. The idea/s is presented to educate/inform the client. 5.4. The idea/s is modified according to client feedback.
6. Evaluate the idea/s	6.1. The idea/s is reviewed using appropriate evaluation methods to ensure it meets required needs. 6.2. The idea/s is modified as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research skills
- active listening
- interpersonal skills
- network skills
- team work
- lateral thinking
- the ability to analyse self and external factors
- time management skills.

Required knowledge

- relevant technical, job and industry knowledge
- knowledge of organisational culture
- knowledge of social, environmental and work culture impacts
- knowledge of principles of innovation

Evidence Guide

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 following is essential:

- accurate interpretation of a brief
- the creative generation of a number of ideas or solutions to meet the needs of an end user within specific contexts in the cultural industries.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to reflect the collaborative nature of the development process.

EVIDENCE GUIDE	
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in discussions and other collaborative activities to develop ideas or solutions • oral or written questioning to assess knowledge of creative thinking techniques and methods for evaluating ideas or solutions.
Guidance information for assessment	This competency standard may be assessed with any other standards that make up a specific job function for a specific context within the cultural industries. It is probably of most use at AQF level 3 and above. Standards may include: • CULMS617B Undertake research • BSBDES402A Interpret and respond to a design brief • CUVCRS11B Select and prepare work for exhibition • CUVCON06B Develop concepts for arts organisations/projects • CUVPHI03B Research and apply information on the traditions which inform photoimaging practice Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

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

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Innovation</i> is:	the process of generating new ideas or solutions, or new uses for old ideas and making them useful or a means of improvement.
<i>Assumptions</i> can be about any convention in the workplace and might include:	- work process - product - materials - system - tools - working conditions.
The <i>user requirements</i> refer to:	- who will be using the end product - why it is needed - how it will be used - what advantages it will provide - where it will be used.
<i>Factors</i> impacting on the idea might include:	- aesthetic requirements - functionality - information available - OH&S and environmental considerations - budget - client preferences.
<i>Creative thinking techniques</i> include:	- brainstorming - visualising - making associations - building on associations - telling stories - creative writing - lateral thinking games - mind mapping - drawings - Six Thinking Hats - using prompts.
<i>Relevant knowledge</i> refers to:	- technical knowledge - information gained from books or videos - knowledge from different work areas and work colleagues.
<i>Stimulation from alternative</i>	reading books and industry journals

RANGE STATEMENT	
<i>sources</i> might come from:	• talking with colleagues and friends • visiting libraries • attending industry workshops • participating in networks.
<i>Relevant people</i> might include:	• colleagues • team members • supervisors • managers • clients.
Maintaining a <i>network of peers</i> can include:	• participating in forums • participating in industry training • attending workshops • becoming a member of a network.
<i>Communication methods</i> refer to how you will present your ideas, for example:	• writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram.
<i>Educating/informing the client</i> refers to helping the client visualise and understand the idea/s and involves:	• actively listening • asking questions • accepting their opinion • explaining the proposal • clarifying the details.
<i>Reviewing</i> the idea might involve checking:	• that the idea can be implemented • that it meets the client/end user needs • that it meets best practice • assessing financial requirements.
<i>Evaluation methods</i> might include:	• developing checklists • discussing the process with colleagues or supervisors • writing a report of the outcomes.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation

CUVIND501A Maintain and apply creative arts industry knowledge

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain industry knowledge and manage own professional practice within the creative arts industry.

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

Application of the Unit

Application of the unit

This unit addresses the research, analysis, application and maintenance of information relevant to work roles within the creative arts industry. It involves industry structures and operations, employment obligations and opportunities, industry trends and emerging technologies and industry laws and regulations. The unit also addresses effective monitoring and participation in industry networks.

This unit underpins effective performance within the creative arts industry sectors and requires an advanced application of creative arts industry knowledge. The basic and intermediate application of creative arts industry knowledge is addressed in the following units:

- CUFIND201A Develop and apply creative arts industry knowledge

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 **Research and apply industry information.**

- 1.1 Research the structure and operation of the creative arts industries using appropriate sources.
- 1.2 Research ***employment obligations and opportunities*** within the creative arts industries using appropriate sources.
- 1.3 Monitor ***trends and emerging*** technologies within the creative arts industries using appropriate sources.
- 1.4 Research ***laws and regulations*** affecting the creative arts industries using appropriate sources.
- 1.5 Analyse, critique and share industry information with ***relevant personnel*** to assist own decision making and contingency planning.
- 1.6 Evaluate currency/credibility of information

ELEMENT**PERFORMANCE CRITERIA**

	sources and ensure research scope is sufficiently broad.
	1.7 Maintain accurate and comprehensive details of information sources.
2 Maintain effective industry networks.	2.1 Participate in networks and associations to maintain high standards of professional practice. 2.2 Use network strategies to establish and maintain relationships that enhance own professional practice. 2.3 Maintain dialogue with networks to maximise industry contacts and ensure currency/credibility of industry knowledge. 2.4 Communicate benefits of network participation with relevant personnel.
3 Enhance professional practice.	3.1 Seek feedback from relevant personnel to identify professional development opportunities. 3.2 Participate in professional development activities to improve work performance and ensure currency of industry knowledge. 3.3 Use industry affiliations and strategic alliances to support and maintain professional practice.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- communication skills sufficient to:
 - obtain and interpret information to ensure currency of work practice
 - share industry information with colleagues and peers
 - work effectively in a team and acknowledge cultural protocols
- learning skills sufficient to:

Required Skills and knowledge

- identify opportunities to maintain and enhance industry knowledge
- identify own knowledge and information needs
- seek feedback/integrate constructive advice into own professional practice
- literacy skills sufficient to read and understand industry information/terminology
- numeracy skills sufficient to interpret relevant technical data
- planning and organising skills sufficient to monitor own work and introduce strategies to improve performance
- technology skills sufficient to access/download industry information.

Required knowledge:

- detailed understanding of the following areas and how they apply to day-to-day work activities (in relation to the particular creative arts industry sector in which knowledge is being assessed):
 - industry structure and operation
 - employment obligations and opportunities
 - laws and regulations
 - trends and emerging technologies
- broad knowledge of key creative arts industry terminology
- copyright, moral rights, intellectual property and legislation and their impact on the creative arts industry
- etiquette and ethics as they apply to the creative arts industry
- impact of convergence in the creative arts industry
- nature, role and functions of unions and employer associations, including rights and responsibilities of employers and employees
- occupational health and safety requirements relevant to particular work contexts
- sources of information on the creative arts industry and ways of maintaining current industry knowledge.

Evidence Guide

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.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to research, analyse, critique and apply industry information
- ability to maintain effective industry networks
- ability to enhance professional practice.

This unit applies to a range of creative arts industry sectors. The focus of assessment will therefore depend on the industry sector involved. Assessment must be customised to meet the needs of the particular industry sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range statement, which apply to the chosen context.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of relevant and current creative arts industry information materials
- access to an appropriate environment to enhance professional practice
- access to appropriate technology to research and apply creative arts industry information
- access to relevant creative arts industry networks (including opportunity for collaboration)
- access to appropriate learning and assessment support when required
- the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

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 and third party workplace reports of on-the-job performance by candidate
- case studies to assess candidate's ability to research industry information and apply knowledge to different contexts and situations
- direct observation of candidate analysing,

EVIDENCE GUIDE

- critiquing and sharing industry information
- problem solving activities to assess candidate's critical thinking skills
- oral or written questioning to assess knowledge of technical/context issues that impact professional practice in a given industry context.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. It should be noted that this unit underpins effective performance in all creative arts industry work practices, and as such could be assessed in conjunction with other operational and technical units at an equivalent level.

Range Statement

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.

- Structure and operation*** may include:
- economic, historical and social significance of the creative arts industry
 - creative arts industry sectors and their products, services, revenue flow and interrelationships
 - local, regional, national and international creative arts enterprises
 - major industry bodies and associations
 - markets and distribution channels for products and services
 - prominent creative arts practitioners and practices
 - relationship with other industries
 - working arrangements within the industry.

RANGE STATEMENT

Creative arts industries may include:

- entertainment
- film, television, radio and interactive digital media
- museums and library services
- music
- visual arts craft and design.

Appropriate sources may include:

- attending creative arts industry events (community activities, conferences, conventions, exhibitions, expositions, festivals, functions, performances, trade fairs)
- electronic/print media (articles, journals, magazines, news, reviews, subscriptions)
- government publications (legislation, policy and procedures manuals)
- industrial relations publications (bulletins, letters, magazines, newsletters)
- industry publications (induction kits, information sheets, reference books, technical publications)
- internet
- libraries and archives (text, film, video, sound, graphic)
- lifestyle and contemporary issues magazines
- museums, galleries and studios
- peak copyright organisations
- personal observations and experience
- professional competitions and awards
- professional development activities (conferences, master classes, seminars, symposiums, training programs, workshops)
- retail/wholesale suppliers of products and services.

Employment obligations and opportunities may include:

- career opportunities and career paths
- codes of conduct and codes of ethics
- employer bodies and professional associations
- employment conditions
- employment contracts and job descriptions
- industrial relations issues
- roles, responsibilities and employment rights of individuals and contracted freelance workers
- union membership.

RANGE STATEMENT

Trends and emerging technologies may include:

- advances in any type of equipment or technology used within the industry
- changing nature of the marketplace (including marketing/production of products and services)
- cultural protocols
- funding policies
- government initiatives
- historical, emerging and predicted trends
- importing and exporting issues
- industrial relations
- industry contraction and/or expansion
- insurance issues
- likely effects of new technology on current work practices and structure of the industry
- sources of technical advice and support
- taxation issues
- ways of upgrading skills to allow for the use of new technology.

Laws and regulations may include:

- anti-discrimination
- consumer protection
- contempt of court and parliament
- copyright, moral rights, intellectual property, licensing and royalty
- defamation
- duty of care
- environmental issues
- equal employment opportunity
- importing and exporting
- industrial relations laws and awards
- insurance
- libel
- obscenity
- occupational health and safety
- plagiarism
- privacy legislation
- racial vilification
- slander

RANGE STATEMENT

- taxation.

Relevant personnel may include:

- agents
- artist managers
- colleagues/peers
- community representatives
- copyright/legal representatives
- current industry practitioners
- employee association (union) representatives
- industry association representatives
- industry managers
- mentors
- professionals from allied areas
- speakers at conferences and seminars.

Networks and associations may include:

- advisory committees
- chambers of commerce
- community organisations
- government agencies
- industry sector committees
- lobby groups
- local councils
- professional industry associations
- project specific consultative/reference groups
- specific interest or support groups
- suppliers
- unions
- work teams.

Network strategies may include:

- association membership
- conference participation
- distributing materials
- individual marketing
- maintaining regular contact
- seminar attendance
- society membership.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Professional Practice - Industry Context

FNSICGEN402B Participate in negotiations

Modification History

Not applicable.

Unit Descriptor

This unit covers the skills and knowledge required to take part in negotiations either as an individual or as a member of a team. It includes effective negotiating techniques, planning and preparing for the negotiation and finalising the agreement.

This unit covers the skills and knowledge required to take part in negotiations either as an individual or as a member of a team. It includes effective negotiating techniques, planning and preparing for the negotiation and finalising the agreement.

Application of the Unit

This unit requires the application of a range of skills and techniques designed to ensure that negotiations lead to the best possible outcome for all parties. It may be applied in all sectors of the financial services industry.

This unit requires the application of a range of skills and techniques designed to ensure that negotiations lead to the best possible outcome for all parties. It may be applied in all sectors of the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Plan the negotiation	1.1 The purpose of the negotiation is clarified, including content and desired outcomes 1.2 The approach to be taken is based on an analysis of the strength and weakness of the position and the most appropriate negotiating style 1.3 The consequences of not reaching agreement are identified and other alternatives are determined 1.4 All information relevant to the negotiation is collected, analysed and organised to support the selected approach
2 Conduct the negotiation	2.1 Effective presentation skills, speaking, listening and questioning techniques are used to put forward a strong argument to other parties 2.2 The negotiation is conducted in a professional manner, including showing respect for those with whom the negotiations are conducted 2.3 Effective techniques are used for dealing with conflict and breaking deadlocks, where required 2.4 The final position is confirmed, ensuring agreement and understanding by all parties
3 Finalise the negotiation	3.1 The agreement is accurately documented, including timelines for agreements to be implemented, if

appropriate

- 3.2 The outcome of the negotiation is evaluated and a decision made on whether further action is required

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

negotiating techniques
questioning techniques
relevant product knowledge
relevant policy and procedures knowledge
conflict resolution strategies and techniques
relevant legislation and codes of conduct

Skills requirements include:

presenting, speaking and listening skills
questioning skills
interpersonal skills
research skills
organising and planning skills
the ability to analyse information
decision making skills
problem solving
using the organisation's software and office technology

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the

workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:
the ability to plan, conduct and finalise negotiations that result in mutually acceptable agreements for negotiating parties

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

This unit may be assessed at work, in a simulated work environment or a combination of these.

Resources required for assessment:

Assessment of this unit of competence requires access to relevant workplace documentation, policies and procedures, computers and other branch or office equipment.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables 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. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Purpose of the negotiation may include:	settling claims or disputes terms and conditions of a contract terms and conditions of employment payments of fees roles and responsibilities
Strength may include:	detailed knowledge of products and services need to comply with legislation, regulations or codes of conduct morality industrial relations power contacts and influence control of resources
Negotiating style may include:	collaborative competitive subordinate
Effective questioning techniques may include:	asking open questions (allow range of answers) asking closed questions (answer yes or no) asking reflective questions (allowing the speaker to clarify their answer)
Effective presentation skills may include:	preparing for presentation presenting facts in a logical sequence speaking clearly and simply and using appropriate vocabulary using active listening skills and providing opportunities for feedback

Techniques for breaking deadlocks may include:

- restating the position
- clarifying the position of both parties
- summarising progress to date
- deferring the decision
- preparing a compromise
- calling in a third party

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICGEN402A.

This unit replaces FNSICGEN402A.

HLTFA201A Provide basic emergency life support

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only

Application of the Unit

The skills and knowledge described here enable a first aider to provide an initial response to an emergency in line with practised actions and Australian Resuscitation Council (ARC) Guidelines and/or state/territory regulations, legislation and policies and accepted industry guidelines

Application should be contextualised as required to reflect workplace and community requirements relating to specific risks and hazards and associated injuries

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element

Performance Criteria

- 1 Respond in an emergency situation
 - 1.1 Recognise emergency situation and identify **hazards** to health and safety of self and others
 - 1.2 Minimise immediate risk to health and safety of self, casualty and others by isolating any hazard(s)
 - 1.3 Assess casualty and identify injuries, illnesses and conditions
 - 1.4 Assess the need for assistance
- 2 Apply identified first aid procedures
 - 2.1 Reassure casualty in a caring and calm manner and make comfortable using available resources
 - 2.2 Determine and explain the nature of **casualty's injury/condition** and relevant first aid procedures to provide comfort
 - 2.3 Seek consent from casualty or significant other prior to applying first aid management
 - 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner
 - 2.5 Use **identified first aid procedures** as required in accordance with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements
 - 2.6 Use safe manual handling techniques as required
- 3 Communicate details of the incident
 - 3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances and using available means of communication
 - 3.2 Accurately convey assessment of casualty's condition and first aid procedures undertaken to emergency services/relieving personnel
 - 3.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
 - 3.4 Provide reports, where applicable, in a timely manner, presenting all relevant facts according to established procedures

- 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
- 4 Evaluate own performance
 - 4.1 Seek feedback from **appropriate clinical expert**
 - 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
 - 4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Basic anatomy and physiology relating to:

severe bleeding

absence of signs of life:

unconscious

unresponsive

not moving

not breathing normally

choking/airway obstruction

shock

First aid procedures for:

bleeding control

care of unconscious

infection control as it relates to standard precautions

airway management

chest pain
casualty with no signs of life
shock
respiratory distress, including asthma
severe allergic reaction

Chain of survival

How to access emergency response support services/personnel

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

State/territory regulations, legislation and policies, ARC Guidelines and accepted industry practice relating to currency of skill and knowledge

Privacy and confidentiality requirements

Duty of care requirements

Need to be culturally aware, sensitive and respectful

Relevant workplace hazards

Own skills and limitations

Awareness of stress management techniques and available support

Essential skills:

Ability to:

Demonstrate first aid casualty management principles:

assess and minimise danger

check for response

maintain casualty's airway, breathing and circulation.

Assess vital signs and responses of casualty

Demonstrate:

safe manual handling of casualty.

consideration of the welfare of the casualty

correct procedures for CPR on a resuscitation manikin

implementation of standard precautions

Plan an appropriate first aid response in line with established first aid principles, policies

and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge

Call an ambulance and/or medical assistance, according to circumstances and report casualty's condition

Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment

Report details of emergency incident and first aid provided

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit

Competence should be demonstrated working individually and, where appropriate, as part of a first aid team.

Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting

Currency of CPR knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

Context and resources required for assessment:

For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

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. Add any 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.

Condition of the casualty must include, but is not limited to:

Severe bleeding

Absence of signs of life:

unconscious

unresponsive

not moving

not breathing normally

	Choking/airway obstruction Severe allergic reaction
Identified first aid procedures must include:	Cardiopulmonary Resuscitation (CPR) Control severe bleeding Airway management Provide assistance with self-administered medications, such as auto-injector, puffer/inhaler in line with state/territory regulations, legislation and policies and any available medical/pharmaceutical instructions Care of the unconscious person
Resources and equipment may include:	First aid kit Resuscitation mask or barrier Casualty's medication Manikin AED (if available) Auto-injector Puffer/inhaler
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Appropriate clinical expert may include:	Supervisor/manager Ambulance officer/paramedic Other medical/health worker

Unit Sector(s)

HLTFA301B Apply first aid

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	1.1 Identify assess and minimise hazards in the situation that may pose a risk of injury or illness to self and others 1.2 Minimise immediate risk to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements 1.3 Assess casualty and identify injuries, illnesses and conditions
2 Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness 2.2 Use available resources and equipment to make the casualty as comfortable as possible 2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort 2.5 Seek consent from casualty prior to applying first aid management 2.6 Provide first aid management in accordance with established first aid principles and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements 2.7 Seek first aid assistance from others in a timely manner and as appropriate 2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures

- 2.9 Use safe manual handling techniques as required
- 2.1 Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
- 2.1 Finalise casualty management according to casualty's needs and first aid principles
- 3 Communicate details of the incident
 - 3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant **communication media and equipment**
 - 3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
 - 3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
 - 3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
 - 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
- 4 Evaluate own performance
 - 4.1 Seek feedback from **appropriate clinical expert**
 - 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
 - 4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

ARC Guidelines relating to provision of first aid as outlined

Working knowledge of:

basic principles and concepts underlying the practice of first aid

procedures for dealing with major and minor injury and illness

priorities of management in first aid when dealing with life threatening conditions

basic occupational health and safety requirements in the provision of first aid

infection control principles and procedures, including use of standard precautions

chain of survival

first Aiders' skills and limitations

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

First aid management of:

abdominal injuries

allergic reactions

altered and loss of consciousness

bleeding

burns - thermal, chemical, friction, electrical

cardiac arrest

casualty with no signs of life

chest pain

choking/airway obstruction

injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

envenomation - snake, spider, insect and marine bites

environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke

fractures

medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

near drowning

poisoning and toxic substances (including chemical contamination)
respiratory distress
seizures
shock
stroke
substance misuse - common drugs and alcohol, including illicit drugs

Awareness of stress management techniques and available support

Social/legal issues:

duty of care
need to be culturally aware, sensitive and respectful
importance of debriefing
confidentiality
own skills and limitations

Essential skills:

Ability to:

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit **HLTCPR201A Perform CPR**)

Apply first aid principles

Infection control, including use of standard precautions

Follow OH&S guidelines

Demonstrate:

safe manual handling

consideration of the welfare of the casualty

ability to call an ambulance

site management to prevent further injury

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

medical/pharmaceutical instructions

Administer medication in line with state/territory regulations, legislation and policies

Prepare a written incident report or provide information to enable preparation of an incident report

Communicate effectively and assertively in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evaluate own response and identify appropriate improvements where required

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:

Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit

Competence should be demonstrated working individually and, where appropriate, as part of a first aid team

Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting

Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

Context and resources required for assessment:

Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge

For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

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. Add any 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.

Contextualisation to address specific requirements may include:

Focus on first aid management of specific types of injury

First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)

Established first aid principles include:

Preserve life

Prevent illness, injury and condition(s) becoming worse

Promote recovery

Protect the unconscious casualty

Vital signs include:

Consciousness

Breathing

Circulation

A hazard is:

A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

Hazards may include:

Physical hazards

Biological hazards

Chemical hazards

Hazards associated with manual handling

Risks may include:

Risks from equipment, machinery and substances

Risks from first aid equipment

Environmental risks

Exposure to blood and other body substances

Risk of further injury to the casualty
Risks associated with the proximity of other workers and bystanders
Risks from vehicles

Casualty's condition is managed for:

Abdominal injuries
Airway obstruction
Allergic reactions
Altered and loss of consciousness
Bleeding
Burns - thermal, chemical, friction, electrical
Chest pain/cardiac arrest
Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
Near drowning
Envenomation - snake, spider, insect and marine bites
Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
Fractures
Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
No signs of life
Poisoning and toxic substances (including chemical contamination)
Respiratory distress/arrest
Seizures
Shock
Stroke
Substance misuse - common drugs and alcohol, including illicit drugs.

First aid management must take into account applicable aspects of:

The setting in which first aid is provided, including:

- workplace policies and procedures
- industry/site specific regulations, codes etc.
- OHS requirements
- state and territory workplace health and safety legislative requirements
- location and nature of the incident
- situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents
- location of emergency services personnel.

The use and availability of first aid equipment and resources

- Infection control
- Legal and social responsibilities of first aider

Resources and equipment are used appropriate to the risk to be met and may include:

- AED
- First aid kit
- Auto-injector
- Puffer/inhaler
- Resuscitation mask or barrier
- Spacer device

Communication media and equipment may include but are not limited to:

- Telephones, including landline, mobile and satellite phones
- HF/VHF radio
- Flags
- Flares
- Two way radio
- Email

Electronic equipment

Hand signals

Appropriate clinical expert may include:

Supervisor/manager

Ambulance officer/paramedic

Other medical/health worker

Documentation may include:

Injury report forms

Workplace documents as per organisation requirements

Documentation may include recording:

Time

Location

Description of injury

First aid management

Fluid intake/output, including fluid loss via:
blood

vomit

faeces

urine

Administration of medication including:

time

date

person administering

dose

Vital signs

Unit Sector(s)

ICAU2006B Operate computing packages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to identify, select and correctly operate three desktop applications for a range of purposes. There may be benefit in concurrent learning with the following units: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system The following units are linked and form an appropriate cluster: • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Use appropriate software	1.1. Select <i>software</i> appropriate to perform activity 1.2. Use <i>software</i> to produce required outcome using a range of features related to the activities 1.3. Save documents in appropriate directories/folders
2. Access, retrieve and manipulate data	2.1. Select and access <i>files</i> 2.2. Amend and save <i>files</i> according to requirements 2.3. Produce documents and <i>files</i> that meet organisational needs 2.4. Save <i>files</i> in appropriate directories/folders 2.5. Exit <i>software</i> correctly without loss of <i>data</i>
3. Access and use help	3.1. Identify the help resources available for basic

ELEMENT	PERFORMANCE CRITERIA
functions within each application	difficulties with the software 3.2. Access user help documentation and other resources for basic difficulties with the software
4. Use keyboard and equipment	4.1. Follow OH&S standards and regulations to avoid injury or illness 4.2. Use wrist rests and document holders where appropriate 4.3. Use monitor anti-glare and radiation reduction screens where appropriate 4.4. Ensure user equipment is maintained and free from defects that could cause injury

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Basic analysis of desktop layout, monitor and chair positioning, keyboard techniques and use of the mouse
- Basic problem solving in application management and help function usage
- Reading and writing at a level where basic workplace documents are understood
- Clear and precise communication with team members and supervisors
- Interpretation of user manuals

Required knowledge

- OH&S principles and responsibilities
- Basic understanding of system usage
- Basic technical terminology in relation to reading help files and responding to system help prompts
- Personal computer access and log-on procedures

Evidence Guide

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 following is essential:

- Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different computing packages. Learner will demonstrate the use of a wide range of features from each package.

To demonstrate competency in this unit the person will require access to:

- Personal computer
- Basic software
- Documents or information containing data suitable for use with computing packages

Context of and specific resources for assessment

This unit brings together a range of basic computer skills and knowledge consistent with general expectations around computer usage in the workplace.

The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear. There would generally be limited complexity in the range of operations to be applied.

Assessment must ensure:

- Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic.
- Applications may include some complex or non-routine activities involving individual

EVIDENCE GUIDE	
	responsibility or autonomy and/or collaboration with others as part of a group or team.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. - Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. - Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - ICAU2005B Operate computer hardware - ICAU2231B Use computer operating system - ICAD2003B Receive and process oral and written communication - ICAI2015B Install software applications - ICAW2001B Work effectively in an IT environment An individual demonstrating this competency would be able to:

EVIDENCE GUIDE

- Demonstrate basic operational knowledge in a moderate range of areas
- Apply a defined range of skills
- Apply known solutions to a limited range of predictable problems
- Perform a range of tasks where choice between a limited range of options is required
- Assess and record information from varied sources
- Communicate with team members to clarify job requirements
- Take limited responsibility for own outputs in work and learning
- Maintain knowledge of industry products and services

Demonstration of these competencies would involve:

- Using appropriate software
- Opening, amending and saving files and documents according to organisational requirements
- Using help manuals and on-line help when appropriate
- Applying OH&S procedures
- Demonstrating basic operational knowledge in a moderate range of areas
- Performing a range of tasks where choice between a limited range of options is required
- Assessing and recording information from varied sources

Range Statement**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.

RANGE STATEMENT	
Software may include but is not limited to:	• commercial software applications • organisation-specific software • It is expected that a word processing application, Database Application and Spreadsheet application will be chosen in preference to other types of applications
Files may include but is not limited to:	• html pages • pdf files • text files • pictures • music • email messages
Data may include:	• text • images • graphics • screenshots • icons added to the document
Equipment may include but is not limited to:	• workstations • personal computers • modems and other connectivity devices • printers • hard drives • DSL modems • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices
OH&S may include:	• correct posture • lighting • type of desk • type of monitor • style of chair • typing position • repetitive strain injury prevention • ventilation • light position • length of time in front of computer

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

LMTCL1001B Produce a simple garment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to assemble garment components using a domestic machine and operation techniques.

Application of the Unit

Application of the Unit The unit applies to selecting fabrics, laying up pattern pieces and cutting and assembling garments in a non-commercial environment.

This unit is designed for particular application in a highly supervised environment and is suitable for selection in vocational education and training (VET) in schools programs or where access to volume production and commercial machines and processes are not an option.

This unit requires the application of skills associated with communication and problem solving to identify pattern requirements and planning and organising in order to complete garment. Ability to use simple technology will also be required. Self management skills are required to ensure garment meets quality requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare garment components	1.1 Pattern is selected according to size and style required. 1.2 Fabric is selected to suit purpose and design of garment. 1.3 Sequencing of garment assembly operations is determined according to pattern requirements. 1.4 Fabric amount is calculated according to fabric width, pattern size and pattern requirements. 1.5 Pattern pieces are laid out and pinned or tacked to make best use of fabric length and to match fabric pattern, nap and weave. 1.6 Fabric is cut according to seam allowances and pattern markings . 1.7 Cut pattern pieces are checked against garment requirements and fabric characteristics, and any required corrections are made. 1.8 Garment components are laid out according to sequence of assembly operations.
2 Prepare workstation	2.1 Workbench and seating are set up according to OHS practices . 2.2 Machine is cleaned and checked to ensure correct operation. 2.3 Machine is set up and adjusted according to specifications. 2.4 Needles, attachments and parts are checked and worn needles or parts are identified and reported or replaced. 2.5 Performance of machine is regularly checked for signs of faulty operation and required action is taken according to defined procedures. 2.6 Other equipment required for production is identified and prepared.
3 Assemble garment components	3.1 Components are sewn according to OHS practices, garment requirements and accepted quality standards. 3.2 Machine speed and work handling are controlled for type of sewing operations , fabrics and garment complexity. 3.3 Garment is checked for correct fit and assembly quality.

ELEMENT	PERFORMANCE CRITERIA
4 Complete work	4.1 Any required hand sewing is undertaken according to pattern requirements and accepted standards of sewing quality. 4.2 Sewn garment is inspected, any faults identified and appropriate action taken to ensure it meets quality standards and pattern requirements. 4.3 Garment is pressed according to fabric requirements and garment construction details.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Demonstrates knowledge of:

- techniques in using and maintaining three thread overlocker and domestic sewing machines
- characteristics of a range of fabrics including lace, woven and knitted fabrics and threads such as denim, single knits, tricot, gabardine
- quality standards and practices
- sizing requirements
- sequence of operations for garment assembly
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- accurately use a domestic sewing machine
- read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects of evidence	Demonstrates skills and knowledge to: • read commercially produced patterns and interpret them in order to select appropriate fabric length and type, and lay up and cut garment pieces • prepare workstation and work before commencing sewing operations • apply non-commercial sewing techniques • operate domestic sewing and overlocking machines for operations where the positioning, feeding and handling of work pieces involves directional changes, contouring or stopping points and handling skills required to accommodate different pattern pieces and fabric variations • apply appropriate OHS practices.
Consistency in performance	Consistently applies skills and knowledge when: • organising work • completing tasks according to instructions • working systematically with attention to detail • identifying improvements and avoiding damage • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment.
Interdependent assessment	This unit may be assessed independently or in combination with other relevant units.

Range Statement

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. Add any 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.

Legislative/regulatory requirements	All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.
Garment may include	• accessories • straight seamed, draw string skirt • T-shirt • smock dress • headwear • other garments that require a small range of sewing techniques using domestic machines
Fabric includes	• a range of fabric types including cottons, woollens, synthetics, velvets, lace, stretch, knitted, etc. • single and multi directional prints • interfacings and linings
Patterns include	• commercially available patterns, stock patterns or individually drafted patterns
Pattern markings include:	• notches • darts
Components may include:	• sleeves • waistbands - straight or shaped • collars • cuffs • plackets • facings - neck, armhole • binds • zips - dress, skirt, trouser, invisible • buttons and buttonholes • hems - double fold, rolled, blind, stitched hem
OHS practices	OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to: • manual handling techniques • standard operating procedures • personal protective equipment

- safe materials handling
 - taking of rest breaks
 - ergonomic arrangement of workplaces
 - following marked walkways
 - safe storage of equipment
 - housekeeping
 - reporting accidents and incidents
 - environmental practices
- Machines may include:
- domestic sewing machine
 - three thread overlocker
 - zigzag sewing machine
- Set-up includes:
- correct thread, needle size and type, needle guard, tension setting and attachments
- Other equipment may include:
- pins
 - scissors
 - needle and thread
 - marker or chalk
- Sewing operations may include:
- positioning, feeding and handling of work pieces involving contouring, stopping or handling skills required to accommodate fabric variations
 - gathering, easing, tucking
- Hand sewing includes:
- attaching buttons and other closures
 - attaching embellishments such as beading, trims, badges, etc.
 - hemming and overstitching
 - embroidery

Unit Sector(s)

Sector Clothing Production

LMTCL2001B Use a sewing machine

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to use a single sewing machine to align and sew work pieces.

Application of the Unit

Application of the Unit The unit applies to sewing work using a plain lockstitch machine, zigzag sewing machine or a three thread overlocker to sew straight seams or join flat pieces of stable fabric together.

Sewing techniques may include those where the positioning of the work is controlled by guide bars, sensor lights or other such guiding devices or where there is uncomplicated feeding of the fabric.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control, and recycling

This unit requires the application of skills associated with planning and organising to use a sewing machine. Problem solving skills are required to ensure machine is functioning properly and identify any

performance problems. Communication skills are used to refer to and complete required documentation and report any quality issues. Self management skills are used to ensure safe use of technology and conformance of own work to quality standards.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare work pieces	1.1 Work pieces are received and checked, and any follow-up action is determined. 1.2 Work pieces are laid out in sequence.
2 Prepare for machine use	2.1 Workbench and seating are set up according to OHS practices. 2.2 Machines are cleaned and checked. 2.3 Records are maintained. 2.4 Machines are set up and adjusted according to specifications for work. 2.5 Worn or damaged parts are identified and reported or replaced according to manufacturer specifications.
3 Identify poor machine	3.1 Tension faults are identified. 3.2 Poor thread performance or incorrect thread selection is

ELEMENT	PERFORMANCE CRITERIA
performance	identified.
	3.3 Incorrect foot or needle for sewing is identified.
	3.4 Impact of poor machine performance on sewing is identified.
4 Sew work pieces	4.1 Machine is used for sewing operations .
	4.2 Pieces are sewn according to product requirements and quality standards.
	4.3 Machine is used according to requirements for speed of work.
	4.4 Machine speed and work handling are controlled according to type of operations, fabrics and product type.
	4.5 OHS practices are followed in operation of machine.
	4.6 Action is taken according to OHS practices to prevent accidents and to eliminate risks to personal safety.
5 Assess quality of sewn pieces	5.1 Quality standards are identified.
	5.2 Sewn pieces are inspected against quality standards.
	5.3 Any faults or pieces that do not meet quality standards are identified and reported.
	5.4 Results of quality inspection are recorded.
	5.5 Production records or packing slips are completed as required.
	5.6 Work is directed to next operation or packing section.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Demonstrates knowledge of:

- garment assembly processes and machines where the positioning of the work may be controlled by guide bars, sensor lights or other such guiding devices or where there is uncomplicated feeding of the fabric
- techniques in using and maintaining a three thread overlocker, zigzag or plain lockstitch sewing machine
- characteristics of stable woven and knitted fabrics and threads such as cotton drill, calico, double knit, rugby knit, poplin
- quality standards and practices
- OHS practices, including hazard identification and control measures
- workplace practices
- recording and reporting practices

Demonstrates skills to:

This describes the essential skills and knowledge and their level, required for this unit.

- handle, receive and assemble work pieces
- consistently achieve quality and production output requirements
- read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects of evidence

Demonstrates skills and knowledge to:

- check work against ticket information or specification sheets
- prepare workstation and work before commencing sewing operations
- apply sewing techniques over a limited range of operations
- operate at least one type of machine for operations where the positioning of the work may be controlled by guide bars, sensor lights or other such guiding devices or where there is uncomplicated feeding of the fabric
- apply OHS practices in work operations
- maintain accurate records

Consistency in performance

Consistently applies skills and knowledge when:

- organising work
- completing tasks according to instructions
- working systematically with attention to detail
- identifying improvements and avoiding damage
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions

Resource implications

Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Context for assessment

Assessment may occur on the job or in an appropriately simulated environment.

Interdependent assessment

This unit may be assessed independently or in combination with other relevant units.

Range Statement

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Checked may include

- checking that the work pieces match ticket information
- checking that relevant previous operations such as pressing and cutting have been successfully completed

OHS practices OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment

	• housekeeping • reporting accidents and incidents • environmental practices
Machines must include one of the following	• plain lockstitch machine • three thread overlocker • zigzag sewing machine
Set-up includes	• ensuring correct thread, needle size and type, needle guard, tension setting and attachments
Adjusted may include	• checking and replacing worn or damaged needles and attachments (feet)
Sewing operations may include	• aligning and sewing straight seams or joining flat pieces of stable fabric together, for example top stitch, edge stitch, open seams, closed seams, lapped seams

Unit Sector(s)

Sector Clothing Production

LMTCL4002A Assemble and fit commercially tailored or bespoke garments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to assemble and fit commercially tailored or bespoke garments.

Application of the Unit

Application of the Unit This unit applies to assembly and fitting of commercially tailored or bespoke garments. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes. Degree of complexity will relate to fabrics being used and intricacy of design

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires skills associated with communication to interpret and apply pattern specifications. Planning and organising are required for the safe and effective application of operations and technology to produce a garment to quality standards. Problem

solving will be required to determine modifications following garment fitting.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare garment pieces	1.1 Fabric pieces and linings are pinned or sewn together as required, and appropriately hung in readiness for assembly 1.2 First fitting is conducted with the client and necessary changes made, as required
2 Assemble garment	2.1 Pieces are sewn together to form the whole garment in accordance with pattern specifications and OHS practices 2.2 Garment is pressed in accordance with requirements 2.3 Second fitting of garment is assessed with client 2.4 Modifications are determined in consultation with the client, where necessary
3 Finish garment	3.1 Alterations are undertaken, where relevant 3.2 Hand sewing is assessed and trims applied in accordance with design requirements 3.3 Garment is finished to meet specifications and appropriate labels

ELEMENT	PERFORMANCE CRITERIA
	attached
4 Conduct final fitting	4.1 Final fitting is conducted to ensure client satisfaction and to confirm correct sizing, look and wearer comfort
5 Maintain document	5.1 All relevant paperwork and documentation is prepared in accordance with enterprise procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Demonstrates knowledge of:

- garment construction
- assembly methods
- fabric properties and their characteristics
- safety and environmental aspects of relevant enterprise activities
- OHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- perform alterations
- hand and machine sew and apply trims
- apply all the relevant safety practices when working in the clothing industry
- communicate effectively with individuals, work groups and supervisors
- read, interpret and follow information on work specifications, , standard operating procedures and work instructions and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry our work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Demonstrates skills and knowledge to:

- prepare and assemble pieces for garment
- conduct fittings
- communicate effectively and interact with the client
- communicate effectively with customers, etc.
- apply workplace health and safety policies in work operations
- maintain accurate records

Consistently applies skills and knowledge when:

- organising work
- completing tasks
- identifying improvements
- using workplace practices
- using OHS practices
- recording and reporting accidents and incidents
- assessing operational readiness of equipment used and work processes
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- completing work systematically with attention to detail without damage to goods and equipment

Context and specific resources for assessment

Assessment may occur on the job or in an appropriately simulated environment and requires access to work areas, materials and equipment, and to information on workplace practices and OHS practices.

Guidance information for assessment

This unit may be assessed independently or in combination with other relevant units.

Range Statement

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

OHS practices OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Clothing Production

LMTCL4003A Measure, lay-up and cut custom-made garments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge required to perform cutting to order for one off single lays within the clothing industry.

Application of the Unit

Application of the Unit This unit applies to measuring, laying-up and cutting of custom-made garments. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

Degree of complexity will relate to fabrics being used and intricacy of design.

Laying-up tasks may be associated with laying-up operations where size, shape and cost of fabric are significant.

Measuring, cutting and pattern selection or alteration may be combined in made to measure specialist order cutting.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

The application of this unit is according to OHS practices of the enterprise and workplace practices, which may include:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

This unit requires the application of skills associated with communication to accurately interpret garment and pattern information and take measurements. Planning and organising is required for safe and effective use of cutting technology and operations. This unit also requires an ability to check the quality of outcomes and identify and address problems relating to own work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Measure and interpret <i>garment dimensions</i>	1.1 Client measurements are obtained 1.2 Garment measurements are interpreted to suit special needs of client, where required
2 Determine or confirm design and pattern requirements	2.1 Garment design (and preferred material or fabric) is discussed and agreed with client, where necessary 2.2 Special needs of the client are incorporated into the design, where required 2.3 Design is chalked into the pattern or the pattern is selected/modified to meet the requirements
3 Lay-up and cut	3.1 Material is checked for quality, faults, width, selvedges, dye lot

ELEMENT	PERFORMANCE CRITERIA
material	and marking requirements 3.2 Material is laid-up and alignment is checked to ensure conformance to specifications 3.3 Material is cut to meet design requirements and measurements of the pattern
4 Maintain documentation	4.1 All relevant paperwork and documentation is prepared in accordance with enterprise procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Demonstrates knowledge of:

- garment construction
- assembly methods
- fabric properties such as weight, shrinkage, pile, grain and pattern shapes
- the importance of the selvedge and bias of fabrics and their characteristics
- safety and environmental aspects of relevant enterprise activities
- OHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices

Demonstrates skills to:

- use appropriate techniques for laying-up and cutting operations
- apply all the relevant safety practices when working in the clothing industry
- communicate effectively with clients, individuals, work groups and supervisors
- document and transfer information
- read, interpret and follow information on work specifications, standard operating procedures and work instructions and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Demonstrates skills and knowledge to: • obtain accurate measurements from client • ensure design is suitable for client • communicate effectively and interacting with the client in the presentation of ideas and designs • laying-up and aligning material with pattern • cutting material • apply workplace health and safety policies in work operations • maintain accurate records Consistently applies skills and knowledge when: • organising work • completing tasks • identifying improvements • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Context and specific resources for assessment	Assessment may occur on the job or in an appropriately simulated environment and requires access to work areas, materials and equipment, and to information on workplace practices and OHS practices.
Guidance information for assessment	This unit may be assessed independently or in combination with other relevant units.

Range Statement

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Garment dimensions may include:

- special individual requirements, such as posture, shape, etc.

OHS practices OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector Clothing Production

LMTML1001A Make a simple headpiece

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers skills and knowledge to design and make a simple headpiece or hair accessory.

Application of the Unit

Application of the Unit The unit applies to the design and production of a simple millinery headpiece or hair accessory using a limited range of materials and trims.

Work should be conducted in a highly supervised context such as VET in Schools, and may involve individual and team-related activities.

This unit is applied according to OHS and workplace practices of the enterprise, which may include:

- standard operating procedures
- work instructions
- oral, written and visual communication
- quality practices including responsibility for maintenance of own work quality
- housekeeping
- tasks related to responsible waste disposal and recycling

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select design	1.1 Designs for simple headpieces or hair accessories are researched according to set criteria 1.2 Two of the researched designs are selected 1.3 One design is selected as being most suitable for production, with reasons for this choice identified 1.4 Confirm suitability of chosen design is confirmed with supervisor or teacher
2 Select millinery materials	2.1 Millinery materials required for chosen design are identified 2.2 Millinery materials selected are confirmed with supervisor or teacher 2.3 Materials are sourced according to design and production requirements
3 Prepare work area	3.1 Production resource requirements are identified 3.2 Workstation and equipment is prepared according to production requirements 3.3 Materials are prepared according to the requirements for the types of materials and the production requirements
4 Produce a simple headpiece	4.1 Headpiece foundation is prepared 4.2 Millinery materials and components are prepared 4.3 OHS practices are observed in the use of adhesives and size 4.4 Components and foundation are combined by sewing, gluing, bonding or wiring as relevant 4.5 Headpiece or hair accessory is trimmed and finished
5 Complete production	5.1 Headpiece or hair accessory is checked against design requirements and production requirements 5.2 Headpiece is packed, stored or labelled for display, sale or

ELEMENT**PERFORMANCE CRITERIA**

transfer

5.3 Production process, including housekeeping and ***required documentation*** is completed

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Demonstrates knowledge of:

- researching and selecting simple headpiece designs
- simple headpiece and hair accessory production
- handling requirements of selected millinery materials and components
- resource requirements for production of a simple headpiece/hair accessory
- OHS practices including hazard identification and control measures associated with
- quality practices
- workplace practices
- recording and reporting practices

Demonstrates skill to:

- list materials requirements for chosen design
- source materials required for chosen design
- handle and manipulate millinery materials and components
- read, interpret and follow information on work specifications, standard operating procedures and work instructions and other reference material
- maintain accurate records
- communicate within the workplace
- sequence operations
- meet specifications
- clarify and check task-related information
- carry out work according to OHS practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Demonstrates skills and knowledge to: • conduct research to select appropriate designs for simple headpieces • list materials and components required for production • identify production requirements • conduct and complete production of a simple headpiece • apply OHS procedures • complete documentation • work in a supervised workroom environment Consistently applies skills and knowledge when: • organising work • completing tasks • identifying improvements • using workplace practices • using OHS practices • recording and reporting accidents and incidents • assessing operational readiness of equipment used and work processes • recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions • completing work systematically with attention to detail without damage to goods and equipment
Context and specific resources for assessment	Assessment may occur on the job or in an appropriately simulated environment and requires access to work areas, materials and equipment and to information on workplace practices and OHS practices.
Guidance information for assessment	This unit may be assessed independently or in combination with other relevant units.

Range Statement

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. Add any 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.

Legislative/regulatory requirements All work must comply with relevant Federal and State or Territory legislative or regulatory requirements.

Researched may include

- fashion magazines
- Internet
- the work of national and international designers
- costume and millinery collections in museums
- the headwear of different countries and cultures
- adaptations from other design forms

Simple headpiece or hair accessory may include

- 'fascinators'
- embellished headbands
- embellished hair combs
- embellished hair clips
- embellished hair pins and slides
- embellished hat pins
- bandannas or scarves

Set criteria may include

- price point or budget
- gender

Millinery materials may include

- wire
- canvas
- sinamay
- felt pieces
- straw pieces
- braids
- ribbons
- beads
- flowers
- feathers
- net
- fashion fabrics

Design and production requirements may include

- the required quantity or dimensions of the materials required for the design
- the techniques required to produce the simple headpiece
- the amount of time available to produce the simple headpiece

Resource requirements may

- the availability of specialised equipment to produce the simple headpiece
- the budget allocated for sourcing of materials

include

Headpiece
foundations may
include

- hair combs
- head bands
- hair clips
- canvas shapes
- sinamay shapes
- hair slides
- hat pins

Millinery materials
may include

- millinery foundations
- trims

Components may
include

- wire
- adhesives
- size
- commercial trims

Required
documentation may
include

- list and cost of materials and components
- collating of research findings

OHS practices

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit and may include:

- use of safe alternatives to the traditional millinery adhesives and size
- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

Unit Sector(s)

Sector

Millinery

MEM05001B Perform manual soldering/desoldering - electrical/electronic components

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers performing manual soldering/desoldering for the installation and fabrication of electrical/electronic components.

Application of the Unit

Application of the unit	Work is undertaken in a production or maintenance environment using predetermined standards of quality, safety and work procedures. Component protection procedures are predetermined. Depending on the actual soldering job, hand and power tools and measuring skills may be required. These are covered by other units such as Unit MEM18001C (Use hand tools), Unit MEM18002B (Use power tools/hand held operations) and appropriate measurement units. This unit does not include skills in silver soldering or brazing skills. These skills are covered in Unit MEM05006B (Perform brazing and/or silver soldering). Where soldering and desoldering is limited to the straightforward termination, disconnection or reconnection of electrical wiring then see Unit MEM10002B (Terminate and connect electrical wiring). Advanced specification and high reliability soldering associated with the installation of electrical/electronic components, in areas where reliability of connections is critical, is covered by Unit MEM05002B (Perform high reliability soldering and desoldering). Band: A

	Unit Weight: 4

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare materials for soldering	1.1. Materials preparation instructions are followed. 1.2. Materials are prepared using correct tools, equipment, materials and procedures.

ELEMENT	PERFORMANCE CRITERIA
	1.3. Materials are prepared to specifications using instruction or standard operating procedures.
2. Solder materials	2.1. Correct soldering techniques, procedures, materials and soldering tools are selected. 2.2. Materials to be jointed, mounted, shaped are to specification using standard operating procedures. 2.3. Solder is applied using correct and appropriate techniques. 2.4. Where appropriate, excess material is removed using correct tools and techniques. 2.5. Procedures for the protection of components are observed according to standard operating procedures.
3. Inspect solder joints	3.1. Inspection procedure is undertaken to standard operating procedures. 3.2. Inspection results are reported/recorded to standard operating procedures as required.
4. Undertake desoldering	4.1. Correct and appropriate techniques, procedures, desoldering tools and equipment are selected for given task. 4.2. Materials/components are desoldered using correct procedure and minimising damage to materials/components. 4.3. Material/components are removed and cleaned to specifications using standard operating procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- performing routine soldering
- performing desoldering
- undertaking material preparation
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures

REQUIRED SKILLS AND KNOWLEDGE

- following oral instruction

Required knowledge

Look for evidence that confirms knowledge of:

- cleaning solutions and properties and cleaning procedures
- use and application of personal protective equipment for manual soldering/desoldering
- safe work practices and procedures
- methods of joint preparation
- properties of fluxes and their uses
- heat and damage protection procedures
- procedures for preventing electrostatic discharge damage
- soldered joint testing and inspection procedures
- reworking procedures and precautions

Evidence Guide**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

A person who demonstrates competency in this unit must be able to perform manual soldering/desoldering of electrical/electronic components.

Critical aspects for assessment and evidence required to demonstrate competency in 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, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working

EVIDENCE GUIDE	
	alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication materials handling, recording and reporting associated with manual soldering/desoldering for the installation and fabrication of electrical/ electronic components or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

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.	
Materials	Solder (solid, resin core and paste), flux (resin or powder) etc.
Instructions	Verbal or written job sheet

RANGE STATEMENT	
Tools	Soldering irons, cutters, brushes, files, soldering tips, solder syringes, holding devices etc.
Inspection procedures	Visual, mechanical or electric techniques with pre-setup equipment

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Fabrication

MEM05012C Perform routine manual metal arc welding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers preparing the materials and carrying out routine manual metal arc welding (MMAW).

Application of the Unit

Application of the unit	This unit applies in a maintenance or manufacturing environment where the welding is not required to meet an Australian standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels. Where welding is required to AS 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05015D (Weld using manual metal arc welding process) should be selected. Band: A Unit Weight: 2

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify weld requirements	1.1. Weld requirements are identified from job instructions. 1.2. Location of welds is identified in accordance with standard operating procedures and job specifications.
2. Prepare materials for welding	2.1. Materials are cleaned and prepared ready for welding.
3. Prepare equipment for welding	3.1. Welding equipment is set up correctly. 3.2. Correct electrodes are selected to suit application and settings.
4. Perform routine welding using MMAW	4.1. Safe welding practices are applied. 4.2. Materials are welded to job requirements. 4.3. Welds are cleaned in accordance with standard operating procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- preparing materials and electrodes
- setting up welding equipment
- welding with MMAW
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- performing measurements for joint preparation and routine MMAW

Required knowledge

Look for evidence that confirms knowledge of:

- material and equipment preparation
- properties and characteristics of materials and consumables
- weld characteristics
- equipment set-up and settings
- MMAW processes and properties
- post-welding treatments
- safe welding practices
- use and application of personal protective equipment

Evidence Guide

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

A person who demonstrates competency in this unit must be able to prepare materials and carry out routine manual metal arc welding (MMAW).

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in 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, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, i.e. the candidate is not in productive work, then appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing routine manual metal arc welding or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

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.

Materials	Low and mild carbon steel or similar
Prepared	Cleaning, setting up jigs, fixtures, clamps, joint preparation
Welding equipment	Welding leads, welding machines, electrode holder etc.
Cleaned	Slag and spatter, cleaning, using files and grinders

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Fabrication

MEM05050B Perform routine gas metal arc welding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers preparing materials and routine gas metal arc welding (GMAW).

Application of the Unit

Application of the unit	This unit applies in a maintenance or manufacturing environment where the weld quality is not required to meet an Australian Standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels. Where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05017D (Weld using gas metal arc welding process) should be selected. Band: A Unit Weight: 2

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify weld requirements	1.1. Weld requirements are identified from job instructions. 1.2. Locations of welds are identified in according to standard operating procedures and job specifications.
2. Prepare materials for welding	2.1. Materials are cleaned and prepared ready for welding.
3. Prepare equipment for welding	3.1. Welding equipment is set up correctly. 3.2. Settings and consumables are selected to suit application.
4. Perform routine welding using GMAW	4.1. Safe welding practices are applied. 4.2. Materials are welded to job requirements. 4.3. Welds are cleaned to standard operating procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- preparing materials
- setting up welding equipment
- welding with GMAW
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- following oral instruction
- using measurement skills relating to joint preparation and routine GMAW

Required knowledge

Look for evidence that confirms knowledge of:

- different current and voltage settings, gas flow rates wire diameters, wire feed speed and other variables to suit typical situations.
- material and equipment preparation
- properties and characteristics of materials and consumables
- equipment and equipment settings
- fuel gas properties and applications
- post-welding treatments
- weld characteristics
- safe welding practices
- use and application of personal protective equipment for routine GMAW

Evidence Guide

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

A person who demonstrates competency in this unit must

EVIDENCE GUIDE	
	be able to perform routine gas metal arc welding (GMAW).
Critical aspects for assessment and evidence required to demonstrate competency in 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, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. 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. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with preparing the materials and carrying out routine gas metal arc welding or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

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.

Materials	Mild and low carbon steel
Prepared	Preheating, setting up jigs, fixtures, clamps, joint preparation
Equipment	Hoses, welding leads, gas shrouds, gas regulators, liners, contact tips
Consumables	Filler wire, shielding gas
Cleaned	Slag and spatter

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units	

Competency field

Competency field	Fabrication

MEM18001C Use hand tools

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand tools for a variety of general engineering applications.

Application of the Unit

Application of the unit	Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand tools. 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. When using hand held power tools or power tools used for hand held operations, refer to Unit MEM18002B (Use power tools/hand held operations). Band: A Unit Weight: 2

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Use hand tools	1.1. Hand tools are selected appropriate to the task requirements. 1.2. Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape. 1.3. All safety requirements are adhered to before, during and after use. 1.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use. 1.5. Routine maintenance of tools, including hand sharpening is undertaken according to standard

ELEMENT	PERFORMANCE CRITERIA
	operational procedures, principles and techniques. 1.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- reading and following information on standard operating procedures
- following verbal instructions
- selecting hand tools appropriate to the task
- using hand tools safely
- identifying hand tool defects and marking for repair
- maintaining/sharpening hand tools using appropriate techniques
- storing hand tools in accordance with manufacturers'/standard operating procedures

Required knowledge

Look for evidence that confirms knowledge of:

- applications of different hand tools in a general engineering context
- common faults and/or defects in hand tools
- procedures for marking unsafe or faulty tools for repair
- routine maintenance requirements for a range of hand tools
- storage location and procedures for a range of hand tools
- hazards and control measures associated with using hand tools
- use and application of personal protective equipment
- safe work practices and procedures

Evidence Guide

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

A person who demonstrates competency in this unit must be able to use hand tools for a range of general engineering applications.

Critical aspects for assessment and evidence required to demonstrate competency in 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, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. 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.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.

Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Guidance information for assessment

Range Statement

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.	
Hand tools	Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types
Job specifications	Finish, tension, size or shape etc.
Routine maintenance	Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Maintenance and diagnostics

MEM18002B Use power tools/hand held operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications.

Application of the Unit

Application of the unit	This unit applies to loosening and fastening items or components and shaping, finishing, cutting, grinding metallic and non-metallic materials and/or tool bits to size and shape. This unit should not be selected if the power tools used are dedicated to an operation or machine, e.g. nut-runner, air drill, power driver, etc. For using hand tools, see Unit MEM18001C (Use hand tools). Band: A Unit Weight: 2

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Use power tools	1.1. Power tools are selected appropriate to the task requirements. 1.2. Power tools are used for a determined sequence of operations - which may include clamping, alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape. 1.3. All safety requirements are adhered to before, during and after use. 1.4. Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures. 1.5. Operational maintenance of tools, including hand sharpening, is undertaken according to standard

ELEMENT	PERFORMANCE CRITERIA
	workplace procedures, principles and techniques. 1.6. Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Look for evidence that confirms skills in:

- reading and following information on standard operating procedures
- following verbal instructions
- selecting power tools appropriate to the task
- using power tools safely
- using clamping/securing devices
- identifying power tool defects
- maintaining power tools using appropriate techniques
- sharpening tools/tool bits within the scope of this unit
- storing power tools according to manufacturers'/ standard operating procedures.

Required knowledge

Look for evidence that confirms knowledge of:

- application of different power tools
- clamping/securing methods
- adjustments/alignments to a range of power tools
- common faults and/or defects in power tools
- procedures for marking unsafe or faulty power tools for repair
- routine maintenance requirements of a range of power tools
- tool sharpening techniques for a range of power tools
- storage location and procedures of a range of power tools
- hazards/control measures associated with power tools
- use and application of personal protective equipment
- safe work practices and procedures

Evidence Guide

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	A person who demonstrates competency in this unit must be able to use power tools/hand held operations.
Critical aspects for assessment and evidence required to demonstrate competency in 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, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. 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. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using power tools/hand held operations or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

EVIDENCE GUIDE**Guidance information for assessment****Range Statement****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.

Power tools

Electric or pneumatic/hydraulic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders

Clamping

Multigrips, vices, jigs and fixtures, clamps etc.

Job specifications

Finish, size or shape etc.

Operational maintenance

Hand sharpening, cleaning, lubricating, tightening
Simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements

Unit Sector(s)**Unit sector**

Co-requisite units

Co-requisite units		

Competency field

Competency field	Maintenance and diagnostics

SITHFAB001C Clean and tidy bar areas

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide general assistance in a bar area. It includes the skills to clean and tidy bars and public areas, including collecting glasses and interacting with customers. It does not include the preparation and service of alcoholic beverages which is found in the unit SITHFAB002C Operate a bar.

Some states and territories will have legislative requirements in relation to the service of alcohol.

Application of the Unit

Application of the unit

This unit reflects the role of a 'bar useful' or may be part of the role of a bar attendant in various hospitality establishments where alcoholic beverages are served such as bars, restaurants and hotels. Persons undertaking the role of bar useful work as part of a team under direct supervision. Bar attendants may work as part of a team but with some autonomy and responsibility for own outcomes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units SITXOHS002A Follow workplace hygiene procedures

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Clean bar and equipment.	1.1 Clean <i>bar surfaces and equipment</i> according to enterprise standards and hygiene regulations, in consultation with other bar attendants and with minimum disruption to bar operations. 1.2 Operate equipment according to manufacturer instructions and enterprise procedures. 1.3 Check condition of utensils and glassware during the cleaning process for dirty or damaged items. 1.4 Safely dispose of broken and cracked items and other waste according to enterprise procedures and environmental considerations.

ELEMENT	PERFORMANCE CRITERIA
2 Clean and maintain public areas.	2.1 Identify public areas that require cleaning or maintenance promptly and take appropriate action. 2.2 Clear empty and unwanted glasses on a regular basis with minimum disruption to customers. 2.3 Clean and prepare tables and public areas hygienically according to enterprise requirements. 2.4 Interact with customers, where appropriate, to enhance customer service. 2.5 Contribute to venue profitability by proactively offering information and advice about products and services offered by the venue to ensure maximum take-up.
3 Reduce negative environmental impacts.	3.1 Use energy, water and other resources efficiently when cleaning the tables and public areas, bar and equipment to reduce negative environmental impacts. 3.2 Recycle any glass and plastic bottles and containers. 3.2 Safely dispose of all waste, especially hazardous substances, to minimise negative environmental impacts.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- operation of bar equipment, including glass washer
- safe and appropriate use of cleaning equipment and chemicals
- logical and efficient work flow
- problem-solving skills to deal with minor problems, such as spillages and stains
- communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication
- numeracy skills to calculate quantities for cleaning materials
- literacy skills to read instructions on equipment and cleaning materials.

REQUIRED SKILLS AND KNOWLEDGE

The following knowledge must be assessed as part of this unit:

- requirements of the relevant state or territory Liquor Act in relation to general licensing requirements and responsibilities of individual staff members
- requirements of the state or territory Health Act in relation to basic hygiene requirements in bar areas
- safety issues of particular relevance to bar operations, including:
 - general awareness of potential dangers associated with inert gases used in beverage dispensing systems, and their impact on different workers
 - signage used for areas of restricted access
- key products and services offered within the venue
- the environmental impacts of cleaning tables and public areas, bar and equipment and minimal impact practices to reduce these especially those that relate to resource, water and energy use
- correct and environmentally sound disposal methods for bar waste including hazardous substances and recyclable glass and plastic bottles and containers.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to organise efficient, resource effective and safe cleaning of tables and public areas, bar and equipment
- ability to follow enterprise bar cleaning procedures safely and hygienically.
- knowledge of correct and environmentally sound disposal methods for waste and in particular for hazardous substances
- ability to maintain the cleanliness and tidiness of bar area during normal operating conditions within appropriate timeframes.

Context of and specific resources for assessment

Assessment must ensure:

- access to a fully equipped bar, including current

EVIDENCE GUIDE

industry equipment, as defined in the Assessment Guidelines

- access to an appropriate range of cleaning equipment and chemicals
- industry-realistic conditions, such as typical bar staff to customer ratios.

Methods 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 observation of the candidate cleaning and maintaining bar area and public area
- written or oral questions to test knowledge of hygiene, relevant legislation and OHS issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHFAB002C Operate a bar
- SITHFAB009A Provide responsible service of alcohol.

Range Statement

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 in the performance criteria is detailed below.

Bar surfaces and equipment include:

- service counters
- beer, wine and post-mix service points
- cash register and related equipment
- refrigeration equipment
- ice machines

RANGE STATEMENT

- blenders
- coffee machines
- utensils
- glassware
- food containers for garnishes and chips
- glass washers.

Public areas may be indoor or outdoor and include:

- bar
- restaurant
- function
- gaming.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Food and Beverage

SITHFAB002C Operate a bar

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to carry out bar operations in a range of hospitality enterprises. The unit involves the service of a range of alcoholic and non-alcoholic beverages commonly found in a bar. It does not include the making of espresso coffee which is found SITHFAB012B Prepare and serve espresso coffee. Customer service and selling skills are found in other units.

Some States and Territories will have legislative requirements in relation to service of alcohol.

Application of the Unit

Application of the unit

This unit reflects the role of a bar attendant and applies to bar operations in all hospitality sectors, including all types of bars.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	SITXOHS002A Follow workplace hygiene procedures
	SITHFAB001C Clean and tidy bar areas
	SITHFAB009A Provide responsible service of alcohol
	SITXFIN001A Process financial transactions

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare bar for service.	1.1 <i>Set up</i> bar display and work area according to regulatory and enterprise requirements and style of <i>bar service</i>. 1.2 Check and restock <i>bar products</i> and materials where necessary, completing any required documentation. 1.3 Store all items in correct place and at correct temperature. 1.4 Prepare a suitable range of decorations, coasters and edible and non-edible garnishes and stock, according to enterprise requirements.

ELEMENT	PERFORMANCE CRITERIA
2 Take drink orders.	2.1 Take orders and either note or memorise them correctly. 2.2 Check products and brand preferences with the customer in a courteous manner. 2.3 Make recommendations and suggestions to customers to assist them with drink selection, and promote or up-sell products as appropriate. 2.4 Identify any <i>specific customer preferences</i>. 2.5 Receive and process customer payments.
3 Prepare and serve drinks.	3.1 Serve drinks promptly and courteously according to customer preferences, using required glassware and garnishes. 3.2 Prepare drinks according to legal and enterprise standards, using the correct <i>equipment</i>, ingredients and standard measures. 3.3 Prepare <i>non-alcoholic beverages</i> and serve according to customer preference. 3.4 Minimise wastage and spillage. 3.5 Check beverage quality during service and take corrective action when required. 3.6 Report beverage quality issues promptly to the appropriate person. 3.7 Provide tray service where appropriate, according to enterprise procedures. 3.8 Attend to any <i>mishaps</i> promptly and safely.
4 Close down bar operations.	4.1 When appropriate, shut down equipment according to enterprise safety procedures and manufacturer instructions. 4.2 Clear, clean or dismantle bar areas according to enterprise procedures. 4.3 Store any suitable leftover garnishes hygienically and at the correct temperature. 4.3 Check and reorder stock according to enterprise procedures.

ELEMENT	PERFORMANCE CRITERIA
	4.5 Set up bar correctly for next service, ensuring equipment, stock and glasses are in the correct place.
	4.6 Where appropriate, conduct a handover to incoming bar staff and share <i>relevant information</i> .
5 Reduce negative environmental impacts.	5.1 Use energy, water and other resources efficiently when operating and cleaning the bar to reduce negative environmental impacts.
	5.2 Recycle any glass and plastic bottles and containers.
	5.3 Safely dispose of all waste, especially hazardous substances, to minimise negative environmental impacts.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- preparation and serving techniques for a basic range of drinks, including tea and coffee
- problem-solving skills to deal with beer quality problems
- communication skills to liaise with customers and other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication
- numeracy skills to calculate costs, change and ratios and quantities for recipes
- literacy skills to read current industry literature, such as magazines, legislation and promotional materials.

The following knowledge must be assessed as part of this unit:

- requirements of the relevant state or territory Liquor Act in relation to service of alcohol (please note that this should be covered by completion of SITHFAB009A Provide responsible service of alcohol)
- hygiene issues of specific relevance to beverage service (safe work practices deleted as now covered in more detail below)
- safety issues and safe work practices of specific relevance to bar operations including:

REQUIRED SKILLS AND KNOWLEDGE

- overview knowledge of the Australian Standards that apply to safe bar operations (eg AS5034-2005)
- specific dangers of inert gases used in beer and post mix systems, how they apply in different hospitality environments, and the measures required to ensure worker and patron safety
- issues and requirements around the types of chemicals used in bar operations
- requirements around appropriate signage for areas where gases and chemicals are used
- scope of responsibilities of different workers and contractors in relation to bar equipment
- different types of bars and bar service, including those relevant to events and functions
- major types of beverages and their characteristics, including beers, spirits, mixed drinks, soft drinks, wines and fortified drinks and an overview of commonly requested cocktails.
- operational features of typical bar equipment, including dispensing systems, ice machines, refrigeration and glass-washers (to include safety and hygiene issues)
- waste minimisation techniques
- the environmental impacts of operating a bar and cleaning equipment and minimal impact practices to reduce these especially those that relate to resource, water and energy use
- correct and environmentally sound disposal methods for bar waste including hazardous substances recyclable glass and plastic bottles and containers.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to organise efficient, resource effective and safe bar operations
- knowledge of correct and environmentally sound disposal methods for waste and in particular for hazardous substances
- use of accurate measures and appropriate glassware for drinks
- ability to prepare a range of standard drinks, both alcoholic and non-alcoholic
- ability to set up and operate a bar according to

EVIDENCE GUIDE

established procedures and systems under normal operating conditions and workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- access to a fully equipped bar, including industry-current equipment and actual products and ingredients, as defined in the Assessment Guidelines
- industry-realistic conditions, such as typical bar staff to customer ratios
- interaction with others to demonstrate appropriate customer service skills.

Methods 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 observation of the candidate operating the bar under normal operating conditions
- written or oral questions to test knowledge of drink recipes, relevant legislation and OHS issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHFAB015A Prepare and serve cocktails
- SITXFIN001A Process financial transactions.

Range Statement

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 in the performance criteria is detailed below.

RANGE STATEMENT

Set-up may include requirements and procedures for:

- dry till
- inclusive packages
- cash drinks
- set limits
- pre-set drinks
- open bar.

Bar service must include the preparation and service of a range of drinks, including:

- a variety of mixed drinks and basic cocktails
- beers
- spirits
- wines
- non-alcoholic beverages
- fortified drinks.

Bar products and materials include:

- different types of alcoholic and non-alcoholic beverages
- edible and non-edible garnishes
- accompaniments
- serviettes
- coasters
- bar towels
- display items, including brochures, bar menus, price lists and other promotional materials.

Specific customer preferences may relate to:

- ice
- garnishes
- glassware
- mixers
- temperature
- strength.

Equipment includes:

- blenders, vitamisers, juicers and shakers
- coffee-making equipment
- cleaning equipment
- refrigeration equipment
- utensils
- glass-washers

RANGE STATEMENT

- beer reticulation equipment
- electronic spirit measures
- post-mix systems
- ice machines
- manual and electronic cash registers, credit and electronic funds transfer at point of sale (EFTPOS) equipment.

Non-alcoholic beverages
include:

- tea
- coffee
- carbonated drinks
- juices
- frappes and 'mocktails' (non-alcoholic cocktails).

Mishaps include:

- spillages
- breakages.

Relevant information includes:

- current customer information, such as preferences or problems
- issues relating to beverage quality
- stock requirements.

Unit Sector(s)

Sector

Hospitality - Food and Beverage

Competency field

Competency field

Food and Beverage

SITHFAB009A Provide responsible service of alcohol

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol and to satisfy the requirements for responsible sale and service of alcohol (RSA) under state or territory legislation.

A harm minimisation approach is central to compliance with liquor licensing legislation which, across all Australian States and Territories, imposes obligations on all licensed venues to participate in the management of public safety through the responsible sale and service of alcohol.

Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

This unit covers the RSA skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities may require candidates to complete a bridging course to address these specific differences.

All persons undertaking training as part of a national qualification that includes the sale and service of alcohol must complete this unit. Under differing state and territory legislation it is a required unit only for certain nominated personnel operating in licensed premises.

Application of the Unit

Application of the unit

Responsible practices must be undertaken wherever alcohol is served and sold, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to

any workplace situation where alcohol is served and sold, including all types of hospitality venues, retail liquor outlets and tourism venues such as wineries, breweries and distilleries. Training and assessment must be contextualised so that the requirements of specific industry sectors and workplaces are met.

This unit applies to all levels of sales personnel involved in the sale or service and promotional service of alcohol in licensed premises, including the licensee when involved in sales. Those selling and serving alcohol may include food and beverage attendants; retail liquor sales persons; winery, brewery and distillery cellar door staff; supplier sales representatives and the licensee.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the	Performance criteria describe the required performance needed

essential outcomes of a unit of competency. to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Sell or serve alcohol responsibly.	1.1 Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles. 1.2 Provide <i>accurate information</i> to customers on alcoholic beverages according to enterprise or house policy and government legislation, including types, strengths, standard drinks and the alcoholic percentages of a range of frequently sold alcoholic beverages. 1.3 Assist customers with information on the range of non-alcoholic beverages available for purchase. 1.4 Identify <i>issues related to the sale and service of alcohol to different types of customers, especially those at risk</i>, and incorporate them into sales or service.
2 Assist customers to drink within appropriate limits.	2.1 Prepare and serve <i>standard drinks or samples</i> according to industry requirements. 2.2 Encourage customers courteously and diplomatically to drink within appropriate limits. 2.3 Recognise <i>erratic drinking patterns</i> as an early sign of possible intoxication and take appropriate action. 2.4 Monitor emotional and physical state of patrons for signs of intoxication and ill effects of illicit or other drug usage. 2.5 Where appropriate, offer food and non-alcoholic beverages. 2.6 Politely decline requests for alcohol to be dispensed in a manner that is <i>irresponsible, or which encourages the rapid or excessive consumption of alcohol</i>, and advise customers of the reasons for the refusal.

ELEMENT**PERFORMANCE CRITERIA**

3 Assess alcohol-affected customers and identify customers to whom sale or service must be refused.	3.1 Assess intoxication levels of customers using a number of methods, including observing <i>changes in behaviour</i>, observing emotional and physical state of customers, monitoring noise levels and monitoring drink purchases. 3.2 When assessing intoxication, take into account <i>factors that may affect individual responses to alcohol</i>. 3.3 Identify customers to whom sale or service must be refused according to state and territory legislation, including minors, those purchasing on behalf of minors, intoxicated persons, and persons affected by the consumption of illicit and other drugs. 3.4 Where appropriate, request and obtain acceptable <i>proof of age</i> prior to sale or service.
4 Refuse to provide alcohol.	4.1 Refuse service in a polite manner and state reasons for the refusal. 4.2 Speak to <i>intoxicated</i> customers in a suitable and consistent manner, minimising confrontation and arguments and pointing out <i>signage</i> where relevant. 4.3 Provide <i>appropriate assistance</i> to customers when refusing service. 4.4 Where appropriate, give patrons a verbal warning and ask them to leave the premises according to enterprise or house requirements, the specific situation and provisions of state or territory legislation and regulations. 4.5 Use <i>appropriate communication and conflict resolution skills</i> in handling difficult situations. 4.6 Refer difficult situations beyond the scope of individual responsibility to the appropriate person. 4.7 Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to enterprise policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

appropriate communication and conflict resolution skills for dealing with intoxicated patrons

- literacy skills to read and comprehend documents such as ID cards, proof of age cards, driver's licences, statutory signage, warning signs and wording within advertising or promotional material, in-house policies and procedures and any general plain English regulatory and advisory information issued by local, or state and territory liquor licensing authorities
- numeracy skills to measure and calculate standard drinks or samples and calculate blood alcohol levels as they relate to alcohol consumption.

The following knowledge must be assessed as part of this unit:

- public interest reasons for implementation of responsible service of alcohol practices, including:
 - government and community concern with alcohol misuse and abuse
 - crime, violence and anti-social behaviour associated with alcohol abuse
- impact of excessive drinking on:
 - local neighbourhood and community
 - premises and staff
 - customers
 - particular types of customers who may be at heightened risk such as young people, pregnant women and minors
 - government agencies such as the local police, health facilities and road authority
- key agencies and how to source relevant information on laws, regulations and codes of practice or conduct
- current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- effects of alcohol on:
 - emotional state
 - health
 - physical alertness
- factors that affect individual responses to alcohol, including:
 - gender
 - weight
 - general health

REQUIRED SKILLS AND KNOWLEDGE

- rate of consumption
 - food intake
 - other substances taken
 - time for effects of alcohol to be registered
 - standard drinks and acceptable measures of alcohol
 - indicators of intoxication, including ways of assessing intoxication of customers
 - ways of assessing customers affected by the consumption of illicit and other drugs
 - principles of harm minimisation
 - strategies laid down in legislation and codes of conduct developed by government agencies or industry groups and in-house policies that are designed to reduce the harm associated with liquor abuse
 - understanding that these requirements are strategies to minimise the harm associated with liquor abuse
-
- knowledge and understanding of liquor laws and regulations at a depth relevant to the scope of job responsibility within licensed premises, including the following list that expresses general statements about requirements of liquor legislation and information that must be customised for each State or Territory:
 - legislative definition of intoxication
 - role of individual staff members and supervisors or managers in providing responsible service of alcohol, including seller or server duty of care and liability
 - requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the enterprise
 - requirements for mandatory content of any warning signs and wording within advertising or promotional material of any form, such as print advertising or internet sales
 - requirements for the remote sale and delivery of alcohol sales generated via the telephone, fax, email or mail
 - requirements for proof of age and obligations to minors under local legislation
 - provisions for retaining and reporting falsified proof of age documents
 - provisions for requiring someone to leave the premises
 - transportation options
 - barring procedures, where applicable
 - opening and closing hour provisions
 - requirements for monitoring noise and disturbances in and around licensed premises
 - requirements laid down in codes of practice or conduct developed by government agencies or industry groups
 - requirements described by an in-house policy, standard or code of practice or conduct
 - training and record keeping requirements
 - banned or undesirable products

REQUIRED SKILLS AND KNOWLEDGE

- personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
- offences and penalties relating to offences
- legal restrictions on alcohol use customised to state or territory legislation, including intoxication provisions of liquor licensing laws
- legal drink and drive limits.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- working knowledge and understanding of the relevant state or territory liquor legislation and industry codes and the ramifications of non-compliance for the enterprise and individual staff members
- knowledge of underpinning reasons for and benefits of responsible service of alcohol
- knowledge of principles of responsible service of alcohol and harm minimisation
- ability to apply knowledge of responsible service of alcohol and harm minimisation to alcohol sales or service situations, according to the level of responsibility of the candidate's current job role or the role they are seeking.

Context of and specific resources for assessment

Assessment must ensure:

- activities that allow the candidate to demonstrate the application of knowledge to specific responsible service of alcohol situations, which might include interaction with others to demonstrate appropriate communication skills
- use of relevant and current publications, signage,

EVIDENCE GUIDE

information and fact sheets distributed by key government agencies and industry bodies

- use of organisations or individual trainers and assessors approved or accredited by the liquor licensing authority, where required by certain states or territories.

Methods of assessment

A range of assessment methods that comply with assessment requirements set by the relevant state or territory liquor licensing authority should be used to assess the practical skills and knowledge required to sell or serve alcohol responsibly.

Because of the nature of this unit, i.e. intoxication provisions, it may be inappropriate in a training or assessment situation to demonstrate the practical aspects of this competence in the workplace or in a realistic simulation, therefore role-plays or case studies are recommended.

The following examples are appropriate for this unit:

- written and oral questioning or interview to test knowledge of legislation and all other knowledge components of this competency
- role-play by candidate to demonstrate ability to deal with intoxicated persons or refuse sales or service
- case studies and problem-solving activities
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

For holistic purposes, combined training and assessment is appropriate, but determination of competency for this unit must focus on the understanding and implementation of responsible service of alcohol practices that meet the requirements of state or territory legislation.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work

EVIDENCE GUIDE

functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Accurate information may be provided to customers:

- verbally
- by use of mandatory signage
- by use of fact sheets and advertising material that comply with legislative requirements.

Issues related to the sale and service of alcohol may include:

- familiarity with specific customers
- physical stature
- demeanour and mood
- social context
- perceived health status
- perceived effects of illicit and other drug usage.

Different types of customers, especially those at risk may include:

- young customers
- women
- minors
- Aboriginal and Torres Strait Islanders
- people from non-English speaking backgrounds
- people affected by the consumption of illicit and other drugs.

Standard drinks or samples should be measured using:

- appropriate nip measures
- electronic dispensing and measuring devices

RANGE STATEMENT

- appropriately sized sample glasses.

Samples may include tastings of any item for sale in a:

- retail liquor outlet
- winery
- brewery
- distillery
- hospitality venue.

Erratic drinking patterns may include:

- mixing a wide range of drink types
- drinking quickly and asking for more immediately
- ordering more than one drink for self-consumption
- mixing alcohol consumption with consumption of prescription or illicit drugs
- consistently returning to the tasting site to request more samples
- ordering multiple samples
- ordering large samples
- ordering 'triple shots' or extra large drinks.

Examples of requests for drinks to be dispensed in a manner that is **irresponsible, or which encourages the rapid or excessive consumption of liquor** may include:

- test tubes
- yard glasses
- laybacks
- jugs of spirits and mixers
- shooters
- rocket fuel
- large samples
- multiple samples for self-consumption.

Changes in behaviour may involve the customer becoming:

- quarrelsome
- disorderly
- aggressive
- violent.

Factors that may affect individual responses to alcohol include:

- gender
- weight
- general health
- rate of consumption

RANGE STATEMENT

- food intake
- other substances taken, especially illicit and other drugs.

Proof of age according to state or territory liquor legislation includes:

- current driving licence
- proof of age card
- passport.

Intoxicated:

- denotes those to whom service may be refused due to excessive consumption of alcohol
- 'unduly intoxicated' may also be used in some state or territory legislation.

Signage may include:

- standard promotional signs issued by the relevant state or territory licensing authority
- signs produced in-house that comply with wording required by legislation
- warning notices within any form of advertising.

Appropriate assistance to customers when refusing sale or service may include:

- organising transport for customers wishing to leave
- providing information on taxis
- assisting the customer to connect with their designated driver
- offering to sell or serve non-alcoholic drinks
- offering alternatives to alcohol, including food.

Appropriate communication and conflict resolution skills may include:

- using open and non-aggressive body language
- using a number of strategies to diffuse a situation, such as taking the person away from an audience or blaming the refusal on the 'law'
- monitoring the reactions of other customers
- picking early warning signs and intervening before the person is intoxicated
- not using physical touch or body language
- remaining calm and using tactful language.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Food and Beverage

SITTVAF002A Provide a briefing or scripted commentary

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide a briefing or scripted commentary for customers. It requires basic group communication and presentation techniques and the ability to deliver information effectively in a group situation. Often the information would have been prepared or scripted by others.

The unit does not include the skills to develop and present commentaries or activities to the level required by a fully competent guide. Those skills are found in SITTGDE006A Prepare and present tour commentaries or activities and SITTPPD005A Plan and develop interpretive activities.

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

Application of the Unit

Application of the unit

This unit applies to individuals who need to present information or commentary to a group of people but who do not require the complete suite of presentation, commentary or public speaking skills.

Typically this unit might apply to individuals working in museums, attractions, on aircraft and in any business or community situation where oral communication to a group is required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Present information to group.	1.1 Welcome participants to the <i>briefing, information session or tour</i> according to organisation procedures. 1.2 Provide participants with comprehensive, accurate and relevant information, including any special requirements or directions.

ELEMENT	PERFORMANCE CRITERIA
	1.3 Outline health and safety requirements according to organisation procedures and specific restrictions.
	1.4 Prepare participants appropriately for potential changes to the environment .
	1.5 Answer questions in a courteous and friendly manner.
2 Enhance the presentation of information.	2.1 Use communication and presentation techniques to enhance participant experience.
	2.2 Ensure that personal presentation, appearance and grooming are appropriate to the environment.
	2.3 Use positive and welcoming body language.
	2.4 Show cultural and social sensitivity during the presentation.
	2.5 Correctly use relevant technical presentation resources .
3 Liaise with team members.	3.1 Maintain communication and cooperation with other team members and operators to ensure safe and efficient operations.
	3.2 Give correct and accurate signals where appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- presentation and communication skills to present cohesive and audible group presentations and interact effectively with participants
- literacy skills to read and interpret information scripts or other briefing information
- numeracy skills to address required safety considerations, such as not exceeding numbers in a given location.

The following knowledge must be assessed as part of this unit:

REQUIRED SKILLS AND KNOWLEDGE

- health and safety requirements for specific events and locations
- emergency procedures for specific events and locations
- basic group presentation techniques, including:
 - voice projection
 - body language
 - tonal variety
- how to tailor language to meet different group needs.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to communicate information clearly to customers
- ability to use simple group presentation techniques to enhance briefing or commentary
- knowledge of health, safety and emergency procedures relevant to the venue or site
- demonstration of skills on multiple occasions.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills through the presentation of a briefing or scripted commentary in an environment where such an event would generally take place, i.e. at a visitor site or within an attraction
- use of appropriate equipment to provide the briefing or scripted commentary.

Methods of assessment

Assessment methods must be chosen to ensure that the skills required to conduct a pre-event briefing can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

EVIDENCE GUIDE

The following examples are appropriate for this unit:

- direct observation of the candidate providing a briefing or scripted commentary
- written or oral questions or interview to test knowledge of OHS issues and requirements
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITTVAF003A Operate a ride location.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Briefing, information session or tour may be:

- safety briefing
- site familiarisation tour
- shows or entertainment session
- ride
- demonstration
- crowd information session.

RANGE STATEMENT

Health and safety requirements may relate to:

- dress restrictions
- areas that are off-limits
- guidance on using equipment
- emergency procedures
- restrictions on talking or making noise in an area.

Changes to the environment may relate to:

- warning about extraneous noise or other unusual activity
- change in temperature, e.g. climate controlled facility
- special effects on a tour
- possible safety restrictions, e.g. if group entering a high risk area.

Presentation resources may include:

- microphone
- loud speaker
- video presentation
- monitors
- actors presenting a scripted show.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Venue and Facility Operations

SITXCCS001A Provide visitor information

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide visitors with general information about a local area.

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

Application of the Unit

This unit applies to frontline service personnel working in a range of tourism, hospitality, entertainment and cultural sectors who routinely respond to requests for general visitor information.

The unit reflects a context where information provision is fairly general in nature or where it is not the primary job role. For example, this unit might apply to individuals working in restaurants, hotels, attractions and entertainment venues, or to a volunteer in a visitor information centre who may not be expected to respond to requests for more complex or detailed Australian destination information. It might also include information on the venue in which the person works, e.g. products and services within a large theme park, attraction, cultural venue or resort complex. The unit SITTTSL004A Source and provide Australian destination information and advice, is more relevant to people working in jobs where the provision of destination information is a primary focus, e.g. travel consultants and visitor information officers.

A person undertaking this role works under supervision and guidance from others.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Access and update visitor information.	1.1 Identify, source and access visitor information. 1.2 Incorporate information into day-to-day working activities to support quality of service and standards within the organisation. 1.3 Share information with colleagues to support the efficiency and quality of service. 1.4 Identify and use opportunities to update and maintain local knowledge.
2 Provide information.	2.1 Proactively identify information and assistance needs of different customers, including those with special needs. 2.2 Provide accurate information in a clear, concise, courteous and culturally appropriate manner. 2.3 Where appropriate, assist or instruct visitors in the use of equipment and facilities or refer to relevant colleagues. 2.4 Consider health and safety requirements when providing information and assistance. 2.5 Promote internal products and services using appropriate customer service skills.
3 Seek feedback on services.	3.1 Proactively seek feedback on services from visitors. 3.2 Observe visitor behaviour to inform future service

developments and correctly follow procedures for any formal customer evaluation.

3.3 Provide information on visitor feedback to relevant colleagues.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

communication and interpersonal skills to interact in a friendly and courteous way with customers

basic research skills to source information on a predictable range of customer requests

literacy skills to understand, interpret and orally communicate local information and promotional material.

The following knowledge must be assessed as part of this unit:

sources of information for organisation and local area knowledge

general knowledge of organisation, local attractions and events, transport options and general visitor facilities, including shopping, currency exchanges, post offices, banks and emergency services

available sources of advice and referral for more complex requests

safety and emergency procedures for visitors, colleagues and self

sources of customers in the relevant industry context.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

ability to source accurate and current information on the local area

general knowledge of the local area sufficient to answer commonly asked customer questions relevant to job role

demonstration of skills on multiple occasions or in response to multiple requests reflecting breadth of knowledge and ability to respond to different situations.

Context of and specific resources for assessment

Assessment must ensure:

interaction with others in the provision of information to demonstrate appropriate interpersonal skills

use of current local area information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

project to research visitor information for the organisation or local area

direct observation of the candidate using local knowledge to answer customer questions

oral or written questions to assess knowledge of local information and information sources

role-play to provide information for variety of different customers

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Sources of visitor information may include:

- brochures
- timetables
- local visitor guides
- library and local council
- local people
- organisation information
- room directories
- maps
- internet.

Visitor information must include:

- organisation-specific information
- local transport options
- local attractions and events
- general visitor facilities, including shopping locations, currency exchanges, post offices, banks and emergency services
- specific shopping details, including local

markets
restaurants, cafes and other dining venues
other facilities and services such as
hairdressers, dentists and travel agencies
theatres and entertainment venues
sporting facilities
tours, local outings and trips
travelling routes
weather conditions.

Opportunities to update and maintain local knowledge may include:

talking and listening to colleagues and customers
participating in local familiarisation tours
visiting the local information centre
personal observation or exploration
watching television, videos and films
listening to radio
reading local newspapers
staff noticeboards
leaflets and brochures
team meetings
internal newsletters.

Culturally appropriate manner may involve:

using gestures
using simple words in English or other person's language
providing written material
avoiding eye contact
providing information in different formats to suit the individual.

Unit Sector(s)

Cross-Sector

Competency field

Client and Customer Service

SITXCOM006A Address protocol requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to address protocol requirements in a broad range of business activities. The unit focuses on basic research skills to acquire a knowledge and understanding of protocol requirements within diverse business, social and cultural contexts, as well as the ability to use that knowledge in a practical workplace context.

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

Application of the Unit

Application of the unit

Protocol issues affect a broad range of business and government activity. This unit therefore applies to people working in different roles and at different levels in many industry sectors. It applies to hospitality and tourism operations and is particularly relevant to those involved in event management and operations function coordination, tour operations and tour guiding.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source information on appropriate protocol.	1.1 Assess the need for protocol to be followed in given <i>work contexts</i>. 1.2 Identify relevant <i>sources of protocol information</i>. 1.3 Interpret relevant protocol information to inform work practice.
2 Integrate appropriate protocol procedures	2.1 Identify <i>specific work activities</i> that require appropriate use of protocol in a timely manner.

ELEMENT	PERFORMANCE CRITERIA
into work activities.	2.2 Integrate the correct use of protocol into work activities. 2.3 Liaise with colleagues and other stakeholders to determine appropriate protocol requirements. 2.4 Provide appropriate information on protocol to relevant colleagues and stakeholders.
3 Update knowledge of protocol.	3.1 Identify and use <i>opportunities to update protocol knowledge.</i> 3.2 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day working activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- research skills to identify and access information on protocol
- literacy skills to interpret protocol information
- numeracy skills to work with concepts around order and timing, such as for speakers or dignitaries.

The following knowledge must be assessed as part of this unit:

- importance and role of protocol in different business situations
- key sources of information on protocol
- main types of civic functions held in Australia
- Australian honours system, including order of precedence, ranks and forms of address, and wearing of honours and medals
- appropriate protocols for the involvement of Indigenous Australians and other cultural groups in business activities
- correct use of national and state symbols, including flags, anthems and military salutes
- forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication
- protocol procedures for different types of event, including:

REQUIRED SKILLS AND KNOWLEDGE

- invitations to VIPs
- arrival procedures, including for heads of state or government officials
- introduction protocols and order of speakers
- order of precedence for official guests
- seating arrangements
- dress styles.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of where to source accurate information on protocol for specific situations
- knowledge of appropriate protocols
- ability to apply protocol knowledge to a specific workplace requirement.

Context of and specific resources for assessment

Assessment must ensure:

- use of current protocol information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- case studies and projects to assess ability to apply knowledge of protocol to different workplace situations
- oral or written questions to assess knowledge of protocol for different situations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the

EVIDENCE GUIDE

industry sector, workplace and job role is recommended, for example:

- SITXCOM005A Make presentations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

TLIE507C Carry out basic workplace calculations

Range Statement

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 in the performance criteria is detailed below.

Work contexts that require consideration of protocol issues may include:

- event organisation, including:
 - civic receptions
 - formal parades
 - freedom of city ceremonies
 - national day receptions
 - citizenship ceremonies
 - private functions
- general business administration
- marketing.

RANGE STATEMENT

- Sources of protocol information*** may include:
- libraries
 - internet
 - federal, state or territory, and local government protocol departments
 - Aboriginal Land Councils
 - Australia Day Councils
 - Office of the United Nations.

- Specific work activities*** that require integration of protocol may include:
- issuing invitations
 - preparing running sheets
 - preparing briefing papers
 - liaison with dignitaries and officials
 - correspondence to dignitaries and officials
 - providing various services during the conduct of an event, including on-site management and service of food and beverage.

- Opportunities to update protocol knowledge*** may include:
- informal networking with colleagues
 - reading relevant journals
 - internet research.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Communication and Teamwork

SITXEVT001A Develop and update event industry knowledge

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and update general knowledge of the events industry, including industry structure, legal issues and current technology. This knowledge underpins effective performance in all meeting and event organisation and management roles.

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

Application of the Unit

This unit applies to individuals working in any industry context, as event organisation and management takes place across the full spectrum of business and community activity. It has particular relevance in the cultural, community hospitality, sporting and tourism sectors.

By its nature, the unit acknowledges the concept of an events industry and the need for individuals who participate in the event management process to be able to source, develop and apply current and emerging information about the industry. The unit is relevant to those individuals working in an event support and management role. More specialised and advanced event research and management knowledge is found in other units.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Source and apply general information on the structure and operation of the event industry.	1.1 Correctly identify sources of information about the event industry, including sources providing information relating to industry structure, different event types and staging elements, event protocols, major industry bodies or associations, impacts of events on local economies and career opportunities. 1.2 Enhance the quality of work performance through effective application of industry knowledge.
2 Source and apply information on ethical and legal issues for the event industry.	2.1 Obtain information on ethical and legal issues to assist effective work performance. 2.2 Conduct day-to-day event organisation activities according to legal obligations and ethical industry practices.
3 Source and apply information on event industry technology.	3.1 Source and access information on current and emerging technologies that impact on the event organisation process. 3.2 Identify the potential effects of different technologies on the event organisation process. 3.3 Apply knowledge of current and emerging technology in day-to-day work activities.
4 Update event industry knowledge.	4.1 Identify and use a range of opportunities to update knowledge of the event industry. 4.2 Monitor current issues of concern to the industry. 4.3 Share appropriate knowledge with clients and colleagues, and incorporate into day-to-day work

activities.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

research skills to source information on general industry issues within a defined range
literacy skills to interpret a wide variety of information sources.

The following knowledge must be assessed as part of this unit:

main types of events listed in range statement, including the following for different event types:

objectives and roles

scope

nature of audience

marketing and distribution channels

key stakeholders

key elements of staging an event

structure and function of the event industry, including:

concept of an event industry and how it relates to a range of business and community activity

businesses and organisations involved in the industry

key motivations for hosting events

general nature of allied and crossover industries, including:

cultural

exhibition

hospitality

meetings, incentives, conferences and events
sporting and tourism

role and impact of events on local economies

legal and ethical issues that impact on event management, including overview of relevant legislation

current and emerging technology for different aspects of the event management process (at overview level only).

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

understanding of the ways in which industry knowledge can be applied to work activities to maximise effective performance

general knowledge of the event industry

application of knowledge in specific event organisational contexts.

Context of and specific resources for assessment

Assessment must ensure access to and use of current sources of event industry information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

case studies and problem-solving to assess application of knowledge in different event organisation situations and contexts

questions to assess knowledge of different aspects of the events industry as detailed in

the evidence guide

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Sources of information may include:

industry journals
industry associations
internet
colleagues.

Event industry relates to any type of event, including:

conference
symposium
exhibition
festival

promotion
show
sporting event
parade
cultural celebration
trade and consumer show
social event
private and public event
corporate event
charitable or fundraising event.

Effective application of industry knowledge may include using industry knowledge to:

access networks for obtaining information
suggest new ways of doing things
make key contacts to assist with work operations.

Legal issues may include:

public liability
duty of care
licensing
risk management
OHS.

Ethical industry practices may relate to:

procedures for payment of commissions
bookings at venues
confidentiality
overbooking
subcontracting
pricing.

Technologies that impact on the event organisation process may relate to:

project management systems
delegate registration and tracking systems
computer-aided design (CAD) systems
internal venue booking systems.

Opportunities to update knowledge may include:

industry seminars
training courses
industry association membership
participation in events industry association activities
informal networking with colleagues
reading industry journals
internet research.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

SITXEVT002A Provide event staging support

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide assistance with the staging of an event, including general knowledge of event staging and production issues.

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

Application of the Unit

This unit applies to individuals working in event operations support roles across the full spectrum of business and community activity. It has particular relevance in the cultural, community hospitality, sporting and tourism sectors.

While the unit is broad in nature to capture a wide range of event operations, it requires the ability to apply specific knowledge of event technical production and staging requirements.

An individual undertaking this role would be required to use some discretion and judgement, and operate within an established framework of plans and procedures under some supervision.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Make preparations for event staging.	1.1 Clarify and confirm details of event, including necessary resources, roles, responsibilities and timelines. 1.2 Assess and correctly interpret key event staging information to confirm own and team work requirements. 1.3 Obtain or organise relevant staging resources ensuring all safety requirements are met.
2 Provide on-site staging and production assistance.	2.1 Use event operations knowledge and initiative to participate effectively in event set-up, operation and break-down. 2.2 Anticipate potential operational problems and take appropriate action to mitigate. 2.3 Provide required assistance to meet technical production requirements. 2.4 Identify and take opportunities to acquire new skills. 2.5 Ensure health, safety and security procedures are integrated into all work procedures and risk management issues are addressed. 2.6 Maximise work efficiency and effectiveness through appropriate liaison with colleagues on operational issues. 2.7 Identify operational problems promptly and resolve within scope of individual responsibility or refer to supervisor. 2.8 Accurately complete all required event

documentation.

- 3 Participate in event debrief.
 - 3.1 Review event operation and factors impacting on its efficiency and success, including own role.
 - 3.2 Provide input to event debrief regarding operational issues and areas for potential improvement.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

literacy skills to interpret event documentation, including basic production documentation and work plans

numeracy skills to work with attendance numbers, monitor time and schedules, and check resources and equipment

problem-solving skills to anticipate and respond to typical event operational problems.

The following knowledge must be assessed as part of this unit:

broad features and components of different types of events

roles and responsibilities of various personnel involved in event staging in different work contexts

product and service terminology and broad operational parameters for key areas of staging, including:

catering

venue or site services and set-ups

technical services, including audiovisual, lighting, sound, rigging and special effects

entertainers

registration requirements and set-ups

physical elements, including display, furniture and temporary structures

security

media coverage
safety equipment

typical procedures and practices for the set-up, operation and break-down of events in the relevant work context

overview of legal, security and risk management issues that impact on event operations across different contexts

safe manual handling procedures relevant to the work context

emergency procedures relevant to the work context.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

general knowledge of key operational, staging and production issues for different types of events

knowledge of the different event management and operational roles and responsibilities in the relevant work context

ability to provide efficient and safe event operations support, including effective liaison and proactive identification of operational problems

practical demonstration of skills through the provision of operational assistance at an event.

Context of and specific resources for assessment

Assessment must ensure:

access to an event on which the candidate can work

interaction with others to reflect the communication aspects of the unit

presence of realistic time constraints for the completion of work activities.

Methods 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 observation of the candidate completing tasks during set-up, operation and break-down of an event

oral or written questioning to assess knowledge of event components, typical procedures and safety issues

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Event may include:

conference
symposium
exhibition
festival
promotion
show
sporting event
parade
cultural celebration
trade and consumer show
social event
public event
corporate event
charitable, fundraising event.

Key event staging information may relate to:

attendance numbers
event timelines
venue or stage set-up
technical production, including:
lighting
sound
audiovisual
sets
props
costumes.

Staging resources may include:

technical equipment
handouts
props
transportation
furniture
space

catering
security
support materials.

Assistance to meet technical production requirements may include:

working with technicians
working with venue staff
running cables
moving equipment
assisting with stage or equipment set-up.

Health, safety and security procedures may relate to:

food safety
electrical safety
ensuring clear access routes
personal hygiene
restricting access
identifying potential hazards.

Risk management issues may relate to:

security
specific audience behaviour
crowd control
service quality.

Liaison with colleagues on operational issues may include:

early discussion of potential problems
seeking clarity on operational requirements
developing a team approach to particular tasks.

Operational problems may include:

delays
equipment breakdown
client dissatisfaction
non-arrival of key talent, speakers, etc.

inadequate supplies.

Event documentation may include:

running sheets
checklists
equipment labelling
attendance lists.

Unit Sector(s)

Tourism and Events

Competency field

Event Management

SITXEVT004A Coordinate on-site event registrations

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare for and undertake the on-site registration of delegates or participants at an event.

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

Application of the Unit

This unit has particular application to events that involve a formal on-site registration process, such as sporting events, seminars and conferences.

On-site registration requires the application of organisational, administrative and client service skills combined with knowledge of principles and procedures for coordinating on-site registration in any event context. This role is undertaken by a person acting according to established procedures and with some guidance from others.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for registration.	1.1 Check and prepare all registration materials and equipment prior to the event according to event procedures. 1.2 Identify and prepare appropriate resources to address on-site contingencies. 1.3 Check and reconfirm the arrangements for venue or site access and registration set-up according to event procedures.
2 Set up registration area.	2.1 Locate and check registration set-up against prearranged agreements and relevant safety and access requirements. 2.2 Carry out a brief site inspection in order to become completely familiar with event venue or site. 2.3 Establish contact with appropriate venue or site personnel and other operations staff to facilitate effective communication during the event. 2.4 Install or arrange for the installation of materials and equipment and check their efficiency and working order prior to registration commencement.
3 Process registrations.	3.1 Welcome attendees in a courteous and friendly manner and provide accurate and relevant information on venue and event features. 3.2 Check and accurately record registration details according to event procedures. 3.3 Assist where possible with work overflow of other registration personnel. 3.4 Identify, record and action any registration discrepancies with minimum disruption to the

attendee.

- 3.5 Accurately finalise documentation and pack or store registration resources according to event procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

problem-solving skills to anticipate and respond to typical issues and challenges for on-site registration

literacy skills to interpret a range of event documentation and record standard information on pre-formatted documents

numeracy skills to check attendee numbers and record financial details for registrations.

The following knowledge must be assessed as part of this unit:

context and reasons for a comprehensive and accurate on-site registration system

use and characteristics of materials and equipment used for event registration in the relevant industry context

typical registration procedures for a range of events

safe work practices particularly in relation to bending, lifting and carrying items used at registration desks

safety and risk issues associated with the gathering or movement of large numbers of people.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of registration procedures as they apply to a range of event styles
- ability to prepare registration materials, set up a registration area and efficiently and accurately process registrations
- provision of registration services to clients within typical workplace time constraints
- demonstration of skills through coordination of on-site registrations for an event.

Context of and specific resources for assessment

Assessment must ensure:

- use of industry-current registration materials and equipment, including a fully equipped and operational registration desk
- operationally realistic ratios of registration staff to clients.

Methods 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 observation of the candidate processing registrations at an event
- review of registration documentation prepared by the candidate
- written and oral questioning or interview to test knowledge of registration procedures and materials
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITXEVT003A Process and monitor event registrations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Registration materials and equipment may include:

computer
guest, delegate or participant lists
guest, delegate or participant kits
guest, delegate or participant reports
promotional display materials
display stands
name tags
stationery
signage
cash float.

Resources to address on-site contingencies may include:

spare supplies
emergency phone contacts
copies of all relevant event documentation and agreements.

Prearranged agreements may relate to:	location of registration area signage nature and quantity of furniture and other equipment.
Safety and access requirements may relate to:	profile of registration area for arriving attendees safe positioning of registration area awareness of emergency exits ensuring adequate space for flow of people checking safety of any cables in or around registration area adequate sun and weather protection.
Registration details may include:	payment status details of pre-booked sessions travel and touring arrangements accommodation details physical fitness requirements and documentation.
Registration discrepancies may include:	unexpected on-site registrations incorrect details, such as name and payment information no-shows incorrect pre-bookings for particular sessions.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

SITXEVT005A Organise in-house events or functions

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise in-house events or functions from the perspective of an individual working within a commercial venue. The skills required by independent event organisers are covered in other Events units.

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

Application of the Unit

This unit has particular relevance in the cultural, hospitality, sporting and tourism sectors to individuals working in venues with a responsibility for the internal coordination of events. This role requires a combination of sales, service and organisational skills, underpinned by sound knowledge of event management processes and procedures. Those undertaking this function work autonomously, but within a framework of organisational systems and procedures and with some limited guidance from others.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish and confirm event requirements.	1.1 Liaise with client to establish specific event operational requirements. 1.2 Provide costings to client in line with organisation procedures and profitability requirements. 1.3 Develop options and ideas in consultation with colleagues and suppliers to assist client with event planning. 1.4 Identify and pursue additional sales opportunities through effective communication with client. 1.5 Negotiate and agree upon final event details, with confirmation in writing provided to client, including financial and other conditions. 1.6 Prepare, maintain and issue relevant event documentation to clients and suppliers.
2 Coordinate in-house event services.	2.1 Liaise with appropriate colleagues and suppliers to facilitate effective planning of event services. 2.2 Identify and organise appropriate internal and external resource requirements. 2.3 Research relevant information about new or previously unused services for incorporation into current and future events. 2.4 Identify and consider possible event impacts and take appropriate action to address these impacts. 2.5 Prepare, update and distribute event documentation to clients, relevant colleagues and suppliers according to organisation procedures. 2.6 Prepare and organise relevant event briefings in a

timely fashion.

- 3 Monitor and evaluate in-house services.
 - 3.1 Monitor event set-up and operation according to service agreements and relevant safety requirements.
 - 3.2 Promptly identify **operational problems** and take appropriate action to resolve.
 - 3.3 Obtain feedback from clients, colleagues and suppliers and use or share this information for future event organisation.
 - 3.4 Finalise **post-event administrative requirements** accurately and promptly.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

organisational skills to coordinate a complete event within a framework of existing venue procedures and systems

problem-solving skills to anticipate and respond to a range of event planning and operational issues

communication and interpersonal skills to establish and conduct positive business relationships with internal and external clients

literacy skills to develop and interpret a range of event documentation

numeracy skills to estimate and calculate costs of different services and products.

The following knowledge must be assessed as part of this unit:

general characteristics of different types of events and event clients for different styles of venue

role of different venue personnel in the event management process, including the relationships of different venue personnel to clients

understanding of event costings and venue profitability requirements

range and general features of typical internal and external services required for different

types of events, including:

catering

technical

use of space or different layouts

security

entertainment

display and decoration

current industry practice in relation to use of different services and technologies

typical event coordination procedures and systems within a commercial venue

types of problems that commonly occur during event planning and operations

purposes and features of various types of documentation used to control the event management process within a venue

safety legislation and requirements that impact on event set-up and operation.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

ability to coordinate the complete event organisation process and ensure services meet agreed requirements

accuracy in presentation of event information and the ability to tailor venue services to meet client needs

knowledge of the types and range of event services that may be required by different clients

demonstration of skills through the organisation of more than one event

presence of typical workplace time constraints for the completion of tasks.

Context of and specific resources for assessment

Assessment must ensure:

access to and demonstration of skills within a suitable venue for the operation of an event

project or work activities conducted over a period of time so that the candidate is able to coordinate the complete event organisation process

access to industry-current technology used in the event organisation process

use of industry-current event documentation.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

review of actual event documentation and reports prepared by the candidate

evaluation of an event organised by the candidate, including documentation and operational efficiency and cohesiveness

evaluation of reports prepared by the candidate detailing the way in which a particular event was organised and highlighting key issues and challenges in the event organisation process

written and oral questioning or interview to test knowledge of event coordination procedures and materials

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors.

How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Specific event operational requirements may relate to:

catering
technical equipment
overall format and style
access
bump-in and bump-out
security
timing.

Options and ideas may relate to:

different approaches to use of space
refining or adjusting catering options
ideas about technical requirements
possible use of other suppliers.

Additional sales opportunities may include: extra services

upgraded services.

Event documentation may include:

access and security details

booking conditions
confirmations
financial documents, including invoices and receipts
running sheets
service vouchers
information packs.

Internal and external resource requirements may include:

entertainment
equipment
furniture
catering
security
display or decoration
other specialist services, such as interpreters.

Event impacts may relate to:

access
crowds
noise
security
staffing requirements.

Event briefings may be verbal or written and may be for:

internal staff
external suppliers
participants
staff in client organisation.

Operational problems may relate to:

failure to provide agreed services
deficit in quality of services being provided
non-performance of internal or external suppliers
technical malfunctions

last minute changes in client requirements
unforeseen incidents or circumstances.

Post-event administrative requirements
may include:

finalising accounts
collating event feedback.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

SITXEVT006A Research and evaluate event industry trends and practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate past, present and future event industry practices to enhance the quality of one's own work practice.

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

Application of the Unit

Application of the unit

This unit applies to individuals managing events in any industry context. It is particularly relevant to the cultural, community, hospitality, sporting and tourism sectors.

The unit focuses on research, analysis and communication of information, ideas and concepts at a complex level, as well as the evaluation and extension of one's own professional development needs. It is therefore relevant to individuals who analyse, design and execute judgements in technical, conceptual or managerial areas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research event industry ideas, practices and trends.	1.1 Assess and select <i>formal and informal research strategies</i> to explore <i>event industry information, ideas and concepts</i>. 1.2 Identify and explore potential <i>new and alternative sources of information</i>. 1.3 Source information on the history and evolution of the global event industry as a context for effective work practice.

ELEMENT	PERFORMANCE CRITERIA
2 Evaluate information to inform work practice.	2.1 Critically analyse information in the context of industry practice and philosophy of work. 2.2 Assess ways in which information may be used or adapted within work practices, including integration of new technologies. 2.3 Develop positions and ideas and integrate into work practice. 2.4 Use information to generate discussion and critical analysis of event management practice and opportunities.
3 Extend own event management skills and knowledge.	3.1 Proactively identify and use opportunities presented by research to extend event management skills and knowledge. 3.2 Re-evaluate and refine approaches to work in the context of current and emerging trends. 3.3 Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve skills.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- analytical skills to develop complex conceptual, technical or management positions and ideas
- literacy skills to research complex and unfamiliar information sources.

The following knowledge must be assessed as part of this unit:

- research methodologies and options
- sources of event industry references, and broader references that may inform emerging

REQUIRED SKILLS AND KNOWLEDGE

- and innovative practice in event management and operations
- current and emerging event industry trends across all areas of planning, management and operations
- evolution of the event industry, globally and within Australia
- event industry networks and professional development opportunities
- techniques and methods to generate new ideas and develop innovative approaches to work.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to conduct research on a complex range of event industry issues, trends and ideas
- ability to analyse, critique and synthesise complex sources to develop own positions and ideas
- in-depth conceptual, technical and management knowledge of the event industry
- demonstration of skills through one or more pieces of event industry research.

Context of and specific resources for assessment

Assessment must ensure:

- use of a current and varied range of general and specialised information sources.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of research undertaken by the candidate
- oral or written questioning to assess depth and complexity of candidate's event industry knowledge
- review of portfolios of evidence and third-party

EVIDENCE GUIDE

workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Formal and informal research strategies may include:

- reading current literature, including specialist journals and industry magazines
- participating actively in relevant industry associations
- participating in professional development and other learning opportunities
- participating in and contributing to discussion through conferences, meetings, seminars, courses and journals
- internet research
- formal study.

Event industry information, ideas and concepts may relate to:

- overall philosophy about events and their place in society
- overall management practice
- event operations

RANGE STATEMENT

- safety and risk management
- environmental sustainability
- history of events
- role of events in the broader social, economic and political environment
- best practice examples
- research around concepts of leisure and play
- emerging and future technology.

New and alternative sources may include:

- theories of business and management practice
- work from other related areas of community or business activity, including:
 - artists and designers
 - photographers
 - historians
 - film makers
 - authors
 - entertainers.

Positions and ideas may include:

- totally new approaches to work practice
- adaptation of current practice
- specific operational innovations.

Critical analysis may include:

- comparing and contrasting
- reflecting
- critiquing or challenging
- considering merit
- discussing and debating
- making judgements about relevance of information and ideas
- considering how ideas may be adapted
- considering how ideas may be challenged within work
- drawing links between research and own work.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field Event Management

SITXEVT007B Determine event feasibility

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the viability of a proposed complex event comprising multiple components, and to develop recommendations and models for its future planning and operation.

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

Application of the Unit

Application of the unit

This unit applies to individuals managing events in any industry context. It is particularly relevant to the cultural, community, hospitality, sporting and tourism sectors.

A complex event comprising multiple components must involve:

- need for a comprehensive and multifaceted event plan
- need for a formal internal or external communications strategy
- dedicated and diverse event budget
- multiple administrative and operational components
- a wide range of stakeholders
- an event operations team.

The unit focuses on research, analysis and communication of information, ideas and concepts at a complex level, as well as the evaluation and extension of one's own professional development needs. It is therefore relevant to individuals who analyse, design and execute judgements in technical, conceptual or managerial areas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1 Analyse event context and rationale.	1.1 Confirm overall event rationale and goals through consultation with key stakeholders and evaluation of initial event concept information. 1.2 Determine and assess the place of the proposed event in relation to other events, the industry and community context, and the wider marketplace. 1.3 Assess and determine the marketability of the proposed event through research and consultation. 1.4 Evaluate the internal and external factors that impact on the viability of the proposed event.
2 Assess resource requirements and opportunities.	2.1 Develop complete and realistic estimates of primary event costs based on thorough breakdown of all event components. 2.2 Identify potential sources of revenue and other resources and develop realistic estimates. 2.3 Test and explore different resource scenarios with a range of possible event models.
3 Evaluate planning and operational requirements.	3.1 Analyse overall event planning and management requirements. 3.2 Evaluate specific operational requirements for each event component. 3.3 Identify all key regulatory requirements and their impact on event management and operations. 3.4 Consider negative environmental impacts and minimal impact practices to reduce these.
4 Develop recommendations and models.	4.1 Develop positions and recommendations based on the outcomes of analysis. 4.2 Develop specific planning, management and operational recommendations for the overall event and key event components. 4.3 Clearly articulate contingency planning requirements. 4.4 Present accurate and complete income and expenditure estimates to inform future decision making. 4.5 Offer different models and options, including clear details

ELEMENT**PERFORMANCE CRITERIA**

of the benefits and risks of suggested models.

- 4.6 Present **key stakeholders** with feasibility outcomes in appropriate format.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- analytical skills to interrogate and evaluate complex information and to develop positions and recommendations as a result of analysis
- planning and organisational skills to provide recommendations for cohesive event planning and management
- communication skills to consult and liaise with a wide range of stakeholders on strategic event management proposals and issues
- literacy skills to analyse and develop complex information and documentation
- numeracy skills to estimate costs and develop different budgetary scenarios and models.

The following knowledge must be assessed as part of this unit:

- event industry operations at an in-depth level, including features and formats or a wide range of event types
- internal and external factors that impact on event feasibility and affect its management and operation
- resource requirements for the overall planning and management of complex events, and for specific event components
- sources of potential revenue for different types of event
- sources of event industry references, and broader references that may inform emerging and innovative practice in event management and operations
- current and emerging event industry trends across all areas of planning, management and operations
- risk management issues of particular relevance to events
- options for the presentation of feasibility analysis results
- the environmental impacts of resource, water and energy use at event sites and minimal impact practices to reduce these
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to critically evaluate a wide range of complex information and to develop substantiated positions and recommendations to inform event planning and management at both a strategic and operational level
- in-depth conceptual, technical and management knowledge of the event industry
- demonstration of skills through the completion and presentation of a detailed feasibility analysis for at least one complex event concept.

Context of and specific resources for assessment

Assessment must ensure:

- use of a real event concept on which to base the feasibility analysis
- use of current industry data and information sources to inform the feasibility analysis.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of feasibility studies prepared by the candidate
- oral or written questioning to assess depth and complexity of candidate's event industry knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Key stakeholders may include:

- organising committees
- potential sponsors
- host organisation
- industry bodies
- community groups.

Event concept information may relate to:

- overall format
- proposed location or venue
- dates and times
- duration
- objectives
- possible management structures
- overall management practice.

Place of the proposed event may relate to:

- relationship with other similar events
- competing events
- supplementary events
- events with similar formats
- events with similar objectives

RANGE STATEMENT

- wider industry directions
- philosophy of host organisation
- previous events or past practice.

Internal and external factors may include:

- management structures
- organisation objectives
- resource constraints
- industry context
- competitor activity
- social, political or economic factors.

Primary event costs may include:

- venue
- catering
- equipment
- transport
- security
- staffing requirements
- collateral materials
- marketing costs.

Potential sources of revenue and other resources may include:

- industry bodies
- government funding
- grants
- sponsors
- participating organisations
- community organisations
- general public.

Planning and management requirements may include:

- overall management structures, roles and responsibilities
- seed funding
- human resources
- administration structures and facilities
- technology
- consideration of negative environmental impacts and minimal impact practices for the event and particular site.

RANGE STATEMENT

Specific operational requirements for each event component may relate to:

- paid and voluntary staff requirements
- specialist assistance
- staging requirements, including:
 - catering
 - technical equipment
 - security
 - infrastructure
 - transport
- minimal impact practices for the construction, maintenance and disposal of event staging components.

Regulatory requirements may relate to:

- safety
- licensing
- environmental sustainability
- insurance.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Event Management

SITXEVT008A Plan and develop event proposals and bids

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and develop proposals and bids for the staging of complex events comprising multiple components.

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

Application of the Unit

Application of the unit

This unit applies in any industry context where bids and proposals to stage events are developed. It has particular relevance in the cultural, hospitality, sporting and tourism sectors, but also relates to event managers working across many other business and community contexts. Other individuals who commonly undertake this role are venue managers, marketing managers or local or regional tourism managers.

A complex event comprising multiple components must involve:

- need for a comprehensive and multifaceted event plan
- need for a formal internal or external communications strategy
- dedicated and diverse event budget
- multiple administrative and operational components
- a wide range of stakeholders
- an event operations team.

Development of event proposals and bids at this level requires the application of business writing as well as document and bid presentation skills, combined with sound knowledge of the event management process and the particular context for the staging of a given event. The unit is broad in focus to capture

the application of skills in an event context and does not include advanced writing or visual communication skills.

Depending on the event context and scope, specialists (e.g. graphic designers) are often employed to undertake particular aspects of proposal preparation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1	Interpret event brief.	1.1 Accurately interpret and assess event brief in terms of organisation's capacity to meet the stated requirements. 1.2 Evaluate and plan action required for development of the proposal or bid. 1.3 Undertake liaison with the client to clarify requirements where appropriate.
2	Develop proposal or bid details.	2.1 Research and develop <i>details and options for inclusion in the proposal or bid</i> after consultation with suppliers and other relevant agencies. 2.2 Assess <i>current and emerging factors and trends</i> for impact on bid preparation. 2.3 Identify and integrate appropriate current and emerging technology into proposal. 2.4 Seek support for the proposal or bid from <i>relevant individuals and agencies</i> . 2.5 Evaluate possible competitors and develop strategies to address competitive issues.
3	Develop proposal or bid materials.	3.1 Prepare <i>proposal or bid materials</i> within the designated timelines according to requirements of the brief. 3.2 Assess the need for expert assistance and organise the involvement of <i>appropriate specialists</i> . 3.3 Present materials in a format that maximises the use of presentation and promotional techniques.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- critical thinking skills to assess, evaluate and develop options to address potentially complex event requirements
- literacy skills to interpret and develop complex documents
- numeracy skills to estimate costs, test different financial scenarios and present costs and quotations for event staging.

The following knowledge must be assessed as part of this unit:

- components to be included in event proposals and bids and product knowledge in relation to those components for different types of events
- networks and interrelationships of different industry sectors and organisations and their impact on the development of event proposals and bids in a given industry context
- event management logistical and operational factors that impact on proposal and bid development and proposed approaches
- risk management issues to be considered in formulation of event proposals and bids
- environmental impacts and minimal impact practices to be considered in formulation of event proposals and bids for particular event sites
- sources of specialist advice and expertise for the development of proposal and bid materials
- presentation techniques for proposal and bid materials, including current technology options.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to undertake the proposal or bidding process for a specific complex event, including effective assessment of the brief, coordination of all details and resources to meet the proposal or bid requirements, and professional presentation of proposal or bid materials and documents
- knowledge of typical proposal or bid requirements and

EVIDENCE GUIDE

formats

- development of a proposal or bid for a specific complex event in a competitive bidding environment.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of multiple individuals or agencies in the bid process
- liaison with the client and potential suppliers.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- project to bid for an event being staged within a college or local community
- case studies to assess knowledge of the components required for inclusion in different types of bids and proposals
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Details and options for inclusion in the proposal or bid may include information on:

- general concepts and themes
- business program
- social program
- costs which ensure profitability of the bid proponent
- travel and touring arrangements
- accommodation
- entertainment
- staging
- special features
- sample promotional materials
- references and details of other successful undertakings
- organisational information, including structure and personnel
- support statements, information from other organisations
- approach to environmental impacts and issues
- proposals relating to use of technology
- risk management approaches
- potential negative environmental impacts and proposed minimal impact practices for the event and particular site.

Current and emerging factors and trends may relate to:

- overall industry context
- sponsoring organisation objectives
- sustainability
- information from other similar events
- competitor activity
- emerging technologies
- new product and service options.

Relevant individuals and agencies may include:

- high profile individuals
- sponsors
- local businesses
- community agencies

RANGE STATEMENT

- government agencies
- statutory authorities.

Proposal or bid materials may include:

- text documents
- electronic presentations
- videotapes, DVDs or other multimedia options
- props
- other promotional items.

Appropriate specialists may include:

- artists
- graphic designers
- multimedia specialists
- photographers
- professional writers.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Event Management

SITXEVT009A Develop event concepts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop the overall concept, theme and format for a complex event comprising multiple components. Event bids and proposals are covered in unit SITXEVT008A Plan and develop event proposals and bids. The unit also shares some similarities with SITXEVT014A Develop conference programs, but is broader in application.

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

Application of the Unit

Application of the unit

This unit applies to the overall concept development process for any type of event. It may be relevant in any industry context, but has particular application in the cultural, community, hospitality, sporting and tourism sectors.

A complex event comprising multiple components must involve:

- need for a comprehensive and multifaceted event plan
- need for a formal internal or external communications strategy
- dedicated and diverse event budget
- multiple administrative and operational components
- a wide range of stakeholders
- an event operations team.

Concept development occurs at the commencement of the event management cycle and involves the application of significant analytical, creative and conceptual skills teamed with sound operational management expertise. Sometimes the concept

development phase is undertaken as part of the event bidding process. An event manager or other individual often in the event sponsoring organisation undertakes this role in consultation with a range of event stakeholders and sometimes under the guidance of an event organising committee.

The unit does not include the specialist concept development undertaken by experts such as writers, technical specialists or lighting, sound, exhibition, set or costume designers. Consultation with relevant experts, however, may be a key aspect of overall event concept development.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish overall event objectives and scope.	1.1 Clarify and agree on key event objectives in consultation with event stakeholders. 1.2 Analyse initial event information and consult with stakeholders to determine the broad scope of the event. 1.3 Identify and analyse internal and external factors that may impact on the event.
2 Establish event concept theme and format.	2.1 Identify and access sources of information and ideas to inform event concept development. 2.2 Research and critically evaluate ideas and information for possible application to current and future work. 2.3 Generate discussion and consultation with event stakeholders and other colleagues to progress development of the event concept. 2.4 Explore, test and reflect on different and innovative approaches as part of the concept development process. 2.5 Develop overall event concept, theme and format that reflect key objectives and meet potential audience needs.
3 Evaluate and progress concept to operational stage.	3.1 Verify the operational practicality and cohesiveness of the concept, theme and format through consultation and analysis. 3.2 Select and implement a strategy for effective communication about the concept with event stakeholders. 3.3 Develop a summary of key logistical requirements based on the overall concept, theme and format. 3.4 Facilitate effective planning and implementation through timely provision of accurate and complete information on the concept, theme and format to all relevant stakeholders.

ELEMENT

PERFORMANCE CRITERIA

3.5 Obtain relevant approvals prior to implementation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- critical thinking skills to assess, select and synthesise broad ideas and concepts
- planning and organisational skills to tie concepts to the need for operational practicality
- communication skills to consult and liaise with a wide range of stakeholders on potentially complex concepts and planning issues
- literacy skills to interpret and develop information dealing with complex concepts
- numeracy skills to estimate costs, work with budgets and understand the impact of budgetary limitations on concept development.

The following knowledge must be assessed as part of this unit:

- processes to explore, generate and test ideas to develop a concept, format and theme
- range of different creative, promotional, technical and operational options to consider when developing an event concept
- key stakeholders for different types of event
- internal and external factors to be considered when developing an event concept
- key operational issues and logistical requirements that impact on development of an event concept in the relevant industry context
- risk management factors that impact on event concept development
- legislative requirements that may impact on the event concept, e.g. safety and licensing
- common environmental site impacts and minimal impact practices that can be typically used.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to develop an event concept and format that are operationally practical and result in the achievement of event objectives
- knowledge of typical formats and specific components for different types of events
- development of a concept, theme and format for a complex event to meet a specified need.

Context of and specific resources for assessment

Assessment must ensure:

- access to and interaction with event industry suppliers
- involvement of and interaction with an event principal or organising group.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- case studies to develop concepts, themes and formats for different types of events
- evaluation of a concept, theme and format through a candidate presentation or bid for an event
- oral or written questions to assess knowledge of the range of key market factors and management issues to be considered in the concept development phase
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

EVIDENCE GUIDE

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Event objectives may be:

- creative
- profile creation
- community impact
- participation or attendance.

Event stakeholders may include:

- event principal
- local community
- organising committees
- local authorities
- clients
- colleagues
- staging contractors
- entertainers.

Initial event information may relate to:

- date, time and duration
- size and scope
- location
- resourcing.

Internal and external factors to be assessed may include:

- human, financial and physical resource availability, including:
 - potential for attracting additional resources, such as sponsorship and co-hosting

RANGE STATEMENT

- level of management commitment
- restrictions on lead time
- potential levels of participation and interest
- competitive environment
- timing and duration factors, such as impact of public holidays and other public events
- potential contributors
- talent requirements
- climate
- access factors
- marketing and promotional issues, such as potential for media coverage
- safety factors
- risk management considerations.

Different and innovative approaches may involve:

- adapting existing ideas, products or services
- developing new ideas, products or services
- incorporating or experimenting with new technologies
- challenging established ways of doing things.

Operational practicality and cohesiveness may relate to:

- scheduling
- availability of human, financial and physical resources
- ensuring realistic attendance expectation
- venue or site constraints
- time constraints
- managing risk
- managing negative environmental impacts by use of minimal impact practices.

Key logistical requirements may relate to:

- venue and site set-up and design
- catering
- physical elements
- technical effects, including sound, lighting and audiovisual
- collateral materials
- need for specialist contractors
- minimal impact practices for the construction, maintenance and disposal of event staging components.

RANGE STATEMENT

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Event Management

SITXEVT010A Evaluate and address event regulatory requirements

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the regulatory requirements that impact on a complex event comprising multiple components, and to incorporate appropriate responses into event planning and management.

Application of the Unit

This unit may apply to individuals coordinating events in any industry context, but is particularly relevant to event specialists who operate in the cultural, community, hospitality, sporting and tourism sectors.

A complex event comprising multiple components must involve:

need for a comprehensive and multifaceted event plan

need for a formal internal or external communications strategy

dedicated and diverse event budget

multiple administrative and operational components

a wide range of stakeholders

an event operations team.

A senior event coordinator or event manager would undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Analyse regulatory issues that impact on event management.	1.1 Analyse event information to determine the scope and nature of regulatory issues to be considered. 1.2 Research and assess the impact of specific event regulatory issues on event planning and operation. 1.3 Analyse specific risk management issues for identified regulatory requirements and incorporate into overall risk management planning. 1.4 Establish and assess the role of different stakeholders in relation to regulatory issues. 1.5 Assess the need for specialist planning and operational advice or assistance to address regulatory requirements.
2 Establish strategies for working with regulatory authorities.	2.1 Determine the scope and complexity of required or desirable liaison with regulatory authorities. 2.2 Identify key organisations and individuals and establish effective consultation and communication processes. 2.3 Include representatives from appropriate agencies in event management structures and consultation processes.
3 Develop plans and procedures to address regulatory requirements.	3.1 Integrate approach to plans and procedures addressing regulatory issues, into broader event management structures, processes and constraints. 3.2 Develop and document specific procedures that

address event regulatory requirements.

- 3.3 Develop and monitor the production of any required **compliance documentation**.
 - 3.4 Identify critical tasks and allocate responsibilities and timelines.
 - 3.5 Develop and articulate contingency and critical incident procedures in relation to all regulatory requirements.
 - 3.6 Provide **briefings and relevant information** to colleagues regarding regulatory requirements and procedures.
- 4 Evaluate event for regulatory compliance.
- 4.1 Assess different event elements in regard to compliance with regulatory requirements.
 - 4.2 Incorporate outcomes of evaluation into future event planning.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

planning and organisational skills to develop practical plans and procedures

communication and negotiation skills to liaise with people with varying responsibilities working in different contexts (e.g. operational staff and government officials)

research skills to source information on event regulatory requirements

literacy skills to interpret regulatory documentation and develop complex plans, procedures and other documentation.

The following knowledge must be assessed as part of this unit:

range of regulatory issues that impact on different types of event

specific regulatory issues that affect key areas of event staging, including overview of

relevant legislation

sources of detailed information on specific regulatory issues

ways in which regulatory issues need to be addressed, including procedures, systems and typical reporting and documentation requirements

structures and general operating procedures of regulatory authorities

insurance issues relevant to regulatory requirements.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

ability to analyse, assess and respond to the range of regulatory issues affecting an event to ensure event compliance

sound knowledge of the range of regulatory issues that affect different aspects of event staging, relevant networks and information sources

practical demonstration of skills through development of plans and procedures to address the regulatory requirements of a specific complex event.

Context of and specific resources for assessment

Assessment must ensure:

access to a complex event for which regulatory requirements must be addressed

interaction with others to reflect the communication and negotiation aspects of the unit

use of current regulatory information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge.

The following examples are appropriate for this unit:

evaluation of strategies and operational plans prepared by the candidate to address regulatory issues

case studies to assess candidate's ability to develop approaches for a range of different events

questions to assess detailed knowledge of different regulatory requirements and issues

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Event information may include:

general nature of event

event management structures

level of government involvement

location
dates and times
duration
number of activities, sports or individual events
numbers attending
scope of physical staging requirements.

Specific event regulatory issues may relate to:

food safety
security
responsible service of alcohol
use of licensed personnel, such as trades and pyrotechnicians
crowd control
environmental regulations
OHS.

Specific risk management issues may include:

implications of non-compliance
accountability, e.g. event organiser versus specific contractors
safety issues
need for clear communication and reporting protocols.

Stakeholders may include:

industry bodies
professional associations
government authorities, including:
sport and recreation
facilities
parks and public places
transport
licensing
traffic

waste management
utilities
information services
police
emergency services
convention and event sections

tourism authorities and organisations
unions.

Specialist planning and operational advice or assistance may include:

technical experts
local authorities.

Scope and complexity of required or desirable liaison may be impacted by:

scope of the event
nature of the event in terms of complexity and number of associated regulatory issues
current focus or requirements of relevant authority
level of safety risk
impact of the event on the physical environment.

Appropriate agencies may include:

WorkCover authorities
licensing authorities
local councils
government departments.

Broader event management structures, processes and constraints may include:

overall management structure for the event
specific event objectives
budget
human resources
other operational requirements

promotional requirements
factors external to the event.

Specific procedures that address event regulatory requirements may relate to:

transport, handling and storage of food
documentation of roles and responsibilities,
including restrictions for non-licensed
personnel
lines of communication
reporting procedures
emergency procedures.

Compliance documentation may include:

pre-event reports and requests to authorities
details of licensed personnel
activity logs
incident reports.

Briefings and relevant information may include:

information on regulatory requirements
specific procedures to follow in different
situations
contacts and procedures for emergency
situations
roles and responsibilities charts
blank copies of documentation to be
completed.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

SITXEVT011A Develop crowd control plans and procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop plans and procedures for the admittance, seating and dispersal of crowds to ensure the safety and well-being of personnel and participants. It includes procedures for emergency situations.

Application of the Unit

Application of the unit

This unit applies to individuals responsible for the development of plans and procedures for the management of large crowds in any industry or community context.

It is particularly relevant in the community, cultural, sporting and tourism sectors where large crowds are a feature of both ongoing and one-off business and community activity.

Development of crowd management procedures in this unit requires the application of significant critical thinking, planning and organisational skills, combined with a detailed knowledge of risk management issues, crowd control techniques and relevant emergency procedures. Those with managerial responsibility undertake this role. The unit is generalist in nature and does not cover the specialised operational crowd management skills required by police or other security experts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse risks associated with large crowds.	1.1 Identify and evaluate regulatory constraints and requirements in relation to <i>crowd management</i>. 1.2 Identify and analyse <i>general risks</i> associated with gathering of large crowds to ensure the safety of personnel and participants. 1.3 Identify and analyse current and emerging <i>situation-specific risks</i> and assess for their impact on planning.

ELEMENT	PERFORMANCE CRITERIA
	1.4 Inspect, or organise inspection of, venue and facilities to ensure compliance with legal requirements and facilitate risk assessment. 1.5 Determine need for specialist assistance and involvement of authorities in crowd management.
2 Develop crowd management plans.	2.1 Establish and document maximum limits for admission based on analysis of risks and venue. 2.2 Estimate expected crowd numbers based on historical data and current trends or attendance information. 2.3 Organise or confirm completion of any necessary work to ensure compliance with legal constraints and requirements. 2.4 Determine and document human resource requirement for crowd management. 2.5 Develop plan that minimises identified risks associated with the venue and complies with legal constraints and requirements. 2.6 Consult with and gain input from relevant stakeholders on crowd management approaches. 2.7 Develop evaluation criteria for crowd management plan in consultation with stakeholders.
3 Establish operational crowd management procedures.	3.1 Develop and document specific operational crowd control procedures, including contingency and critical incident procedures. 3.2 Identify critical tasks and allocate responsibilities. 3.3 Undertake or organise preparation and checking of safety equipment according to legal requirements and manufacturer instructions. 3.4 Ensure procedures consider and are integrated with broader management constraints and issues. 3.5 Provide crowd control briefings and relevant information to stakeholders and staff.
4 Establish emergency crowd control procedures.	4.1 Develop and document procedures for managing crowds in emergency situations in consultation with relevant stakeholders.

ELEMENT	PERFORMANCE CRITERIA
	4.2 Identify and document safety needs of special populations in <i>emergency situations</i>. 4.3 Implement and accurately document required practice drills.
5 Evaluate crowd control plans and procedures.	5.1 Evaluate effectiveness of crowd control, based on agreed evaluation criteria. 5.2 Ensure outcomes of evaluation are incorporated into future planning.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- planning and organisational skills to develop cohesive operational plans, procedures and systems
- research and critical thinking skills to assess risks associated with large crowds, seek information on regulatory requirements and develop appropriate strategies and procedures
- literacy skills to develop documents explaining crowd control strategies and procedures
- numeracy skills to work with concepts around capacity.

The following knowledge must be assessed as part of this unit:

- types of situations that require specific crowd control planning
- sources of specialist assistance in relation to crowd control
- broader operational issues that impact on crowd management in the relevant work context
- technology and equipment used in crowd management
- legislation, regulations and industry codes that affect crowd management
- specific risk management issues associated with large crowds
- resource requirements for crowd management, including financial, human and physical resources.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- detailed knowledge of the factors influencing crowd management planning and operations
- ability to analyse crowd risks and develop plans and procedures for crowd management
- ability to determine and organise appropriate resources to address emergency situations
- demonstration of skills through development of crowd management plans and procedures for event or workplace operation.

Context of and specific resources for assessment

Assessment must ensure:

- access to venues at which crowd management would be required
- use of current legal and other operational information on which to base planning
- involvement of and interaction with stakeholders as part of the planning process.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of crowd management plans and procedures developed by the candidate
- case studies to assess candidate's ability to develop crowd management approaches for a range of different events or workplace situations
- questions to assess detailed knowledge of risks and factors influencing crowd management planning
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the

EVIDENCE GUIDE

industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Crowd management may be required for:

- ongoing business operations, such as at attractions or performance venues
- events, including:
 - sport events
 - competitions
 - community events
 - festivals
 - functions
 - conferences
 - holiday programs
 - celebrations
 - arts events.

General risks may include:

- overcrowding
- crowd stress
- personal injury to attendees

RANGE STATEMENT

- onset of chronic stress related illnesses in personnel or participants e.g. anxiety, panic attacks, asthma, fainting
- mob behaviour
- fire hazards
- inadequate provision for:
 - protection of participants
 - protection of performers
 - traffic flow
 - areas of congestion
 - access of emergency services.

Situation-specific risks may relate to:

- nature of audience, e.g. youth or elderly people
- special needs of audience, attendees and participants
- nature of event, e.g. intensity and impact on crowd
- venue constraints and capacity
- timing, in regard to factors such as weather considerations
- event duration and its impact on crowd behaviour.

Venue may be indoor or outdoor and may include:

- open spaces
- aquatic environments
- streets
- gymnasiums
- restaurants
- hotels
- theatres
- stadiums
- arenas
- sports grounds
- attractions and theme parks.

Legal requirements may include:

- fire egress
- OHS
- risk management
- first aid
- insurances, including:
 - public liability
 - professional indemnity

RANGE STATEMENT

- public liability and duty of care.
- Specialist assistance*** may include:
 - local authorities
 - emergency services.
- Authorities*** may include:
 - local government
 - state government
 - emergency services
 - other industry bodies, including certifying bodies.
- Human resource requirement*** may include:
 - ushers and marshals
 - security personnel
 - on-site supervisors.
- Evaluation criteria*** may relate to:
 - speed and efficiency of crowd movements
 - absence of crowd incidents.
- Operational crowd control procedures*** may relate to:
 - access, including restricted areas, exits and aisles
 - evacuation
 - special population needs
 - first aid set-ups
 - precise numbers and location of personnel
 - allocation of duties and rostering
 - placement of physical elements, such as barriers and staging
 - communication methods and protocols, such as two-way radios.
- Contingency and critical incident procedures*** may relate to:
 - equipment breakdown
 - adverse weather
 - event staff sickness
 - potential changes in crowd behaviour
 - drug or alcohol-affected clients.

RANGE STATEMENT

Broader management constraints and issues may include:

- overall event management structures
- specific event objectives
- budget
- human resources
- other staging requirements
- factors external to the event.

Briefings and relevant information may include:

- location and venue maps
- summary procedures
- emergency telephone contacts.

Emergency situations may include:

- fire
- earthquake
- bombing
- chemical leak or spill
- riot
- illegal entry
- alcohol
- drugs
- medical emergency
- equipment failure
- stage failure or collapse.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Event Management

SITXEVT012A Select event venues and sites

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake the venue or site selection process for a complex event comprising multiple components.

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

Application of the Unit

Application of the unit

This unit applies to the overall venue or site selection process for any type of event. It may be relevant in any industry context, but has particular application in the cultural, community, hospitality, sporting and tourism sectors.

A complex event comprising multiple components must involve:

- need for a comprehensive and multifaceted event plan
- need for a formal internal or external communications strategy
- dedicated and diverse event budget
- multiple administrative and operational components
- a wide range of stakeholders
- an event operations team.

Selection of an appropriate venue or site for a complex event requires the application of significant analytical and research skills as well as sound knowledge of venue or site issues that impact on different types of events. Individuals working autonomously with limited guidance from others undertake this role. This may include senior event coordinators or event managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1 Analyse venue or site requirements.	1.1 Analyse overall venue or site requirements based on detailed review of all aspects of the proposed event. 1.2 Develop accurate and complete venue or site specifications to facilitate the research process. 1.3 Integrate the needs of all stakeholders, including those with disabilities, into venue or site specifications.
2 Source event venues and sites.	2.1 Research potential venues and sites using appropriate information sources and research methods. 2.2 Assess the suitability of venues and sites based on comparison of services offered with event specifications. 2.3 Evaluate venue and site capacity to deliver a range of quality outcomes through broader investigation and negotiation and liaison with venue and site personnel. 2.4 Identify risk management issues associated with specific venues and sites and incorporate into broader event planning. 2.5 Assess the need for tentative bookings and take action promptly. 2.6 Coordinate multiple site or venue selection when required in a logical manner. 2.7 Provide clear and accurate briefings on venue or site options to colleagues and key stakeholders to include recommendations and rationale and gain appropriate approvals.
3 Confirm venue or site arrangements.	3.1 Confirm venue or site arrangements accurately in writing when the selection process is finalised. 3.2 Review and sign venue or site contracts within appropriate timeframes and within scope of individual responsibility. 3.3 Integrate specific venue or site planning issues promptly into overall event management systems.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- research skills to source and analyse a wide range of complex information and materials
- critical thinking skills to evaluate a range of venue or site options against complex criteria and make substantiated selection
- communication skills to liaise and negotiate with event stakeholders, including venue or site personnel
- literacy skills to interpret varied and complex venue or site information and materials and to develop complex accurate event documentation
- numeracy skills to estimate and negotiate costs for a range of on-site venue-related products and services.

The following knowledge must be assessed as part of this unit:

- operational requirements for different event types and their impact on the venue or site selection process.
- information sources for venue or site information for a broad range of event types
- different styles of venues and sites, the range of products and services offered and their suitability for particular event types
- venue and site options within a given locality
- presentation styles for venue or site information, typical information inclusions and how to interpret these
- features and requirements of typical venue or site contracts
- typical operational structures within different venues and sites, including relevant personnel, internal networks, organisational interrelationships and reporting structures
- risk management and environmental impact factors relevant to different types of venue or site.

Evidence Guide

EVIDENCE GUIDE

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

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to research and select an appropriate venue or site for a complex event
- ability to develop, interpret and analyse the range of information used in venue and site selection and confirmation process
- knowledge of different venue and site options within the local area
- conduct of venue or site selection process for at least two events, one of which becomes an event managed by the candidate.

Context of and specific resources for assessment

Assessment must ensure:

- access to venues and sites relevant to different types of events
- use of current industry documentation and publications relating to venues and sites
- access to and liaison with venue personnel during the selection process
- involvement of and consultation with event stakeholders.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of the suitability of a venue or site selected by the candidate through attendance at the event
- case studies to assess ability to source and select venues and sites for different types of event
- review of documentation and specifications prepared by the candidate
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITXEVT009A Develop event concepts.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Overall venue or site

requirements may relate to:

- event theme and image
- estimated numbers
- facilities and services to be provided
- budget
- audience or delegate profile and location.

Venue or site specifications

would include details related to:

- budget parameters
- availability
- staffing
- staging and capacity
- technical capacity or potential
- access and timing, such as for set-up and break-down
- location and attendees' access issues
- participant capacity
- specific facilities and services, such as catering and size of area and equipment.

Stakeholders may include:

- attendees, delegates, guests or participants
- host organisation

RANGE STATEMENT

- contractors and suppliers
- clients
- sponsors
- emergency services
- state, territory and local government regulatory authorities.

Information sources may include:

- local or regional and state cultural, tourism and sporting organisations
- convention and visitor bureaus
- land management and protection agencies
- venue publications and directories
- destination brochures
- trade journals
- internet.

Research methods may include:

- using own event industry networks
- conducting desk research
- calling for tenders
- inspecting venue or site.

A range of quality outcomes may be affected by:

- assessment of previous experience with venue or site
- level of cooperation shown by venue personnel
- venue or site experience in holding similar events
- willingness to negotiate on products, services and costs.

Assessment of the ***suitability of venues and sites*** may involve:

- the cost of the site
- availability of site staff and ability to fulfil event requirements
- availability of facilities for the use of event operator personnel
- appropriateness of staging and technical capacity
- available access times for set-up and break-down
- suitability of the location for easy attendee access
- participant capacity and ability for crowds to be controlled to ensure the safety and well-being of personnel and participants at the site

RANGE STATEMENT

- capacity for security to manage the participants
- quality of facilities and services
- availability of on-site storage and maintenance areas
- ability of site to accommodate services to manage personal comfort and any injury to attendees
- environmental sensitivity of the site and ability to accommodate facilities to minimise environmental impacts e.g. correct waste disposal.

Risk management issues may relate to:

- venue or site appeal for intended audience
- physical constraints
- safety issues
- security issues
- number of contractors to be coordinated
- access complications
- minimisation of environmental impacts on the site.

Multiple site or venue selection may relate to:

- touring a single event
- a single event requiring multiple sites
- staging of related events in multiple locations.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Event Management

SITXEVT013A Manage event staging

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the staging and operation of a complex event comprising multiple components.

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

Application of the Unit

Application of the unit

This unit applies to staging management for any type of event. It may be relevant in any industry context, but has particular application in the cultural, community, hospitality, sporting and tourism sectors. The unit focuses on the key knowledge and skills required to manage overall event staging from an organisational and contractor management perspective. It requires the application of advanced planning, organisation and communication skills combined with a detailed knowledge of the event management process and broad understanding of individual specialist services.

A complex event comprising multiple components must involve:

- need for a comprehensive and multifaceted event plan
- need for a formal internal or external communications strategy
- dedicated and diverse event budget
- multiple administrative and operational components
- a wide range of stakeholders
- an event operations team.

It does not cover the high levels of technical expertise required to provide individual specialist services, including catering,

technical, creative and sporting. The unit is distinct from staging specialisation units that apply to staging technicians and stage managers in the entertainment industry.

Depending on the event type and context, this role may be undertaken by a manager working within a venue or site, by an independent event manager or by a combination of both.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse event staging requirements.	1.1 Analyse event staging requirements based on detailed review of all aspects of the proposed event. 1.2 Develop an accurate summary of staging requirements for each event component in consultation with key stakeholders. 1.3 Incorporate safety and risk management issues into all planning of event staging.
2 Source and negotiate staging contractors.	2.1 Identify and source appropriate contractors to provide services for the event. 2.2 Provide accurate and complete staging specifications detailing precise requirements to contractors, based on sound product and service knowledge. 2.3 Obtain complete and timely quotations for the provision of products and services. 2.4 Analyse quotations, conduct negotiations and select contractors using product and service knowledge to make informed decisions. 2.5 Confirm agreements with contractors in writing to include details and costs of all services.
3 Monitor staging contractors.	3.1 Monitor pre-event progress with staging components at regular intervals through ongoing liaison with contractors and other stakeholders. 3.2 Evaluate work completed against event requirements and time schedules, and take appropriate action to address delays or other problems to maintain event quality and integrity. 3.3 Assess the need for staging adjustments to maintain event quality and integrity and negotiate appropriate changes. 3.4 Negotiate and confirm adjustments to maintain event quality and integrity.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication and negotiation skills to conduct complex negotiations for the supply of products and services, and to manage staging contractors during the event management and operations process
- problem solving skills to address complex issues, such as poorly-performing contractors, changing requirements and other operational constraints
- literacy skills to interpret and develop complex and detailed event documentation
- numeracy skills to work with budgets and detailed quotations for the supply of products and services.

The following knowledge must be assessed as part of this unit:

- different roles and responsibilities of organisations involved in event staging
- suppliers of staging products and services and sources of information on staging services
- specific risk management issues to be considered for different areas of event staging
- product and service terminology, features and options, and current technology in key areas of staging, including:
 - catering
 - venue or site services and set-ups
 - technical services, including audiovisual, lighting, sound, rigging and special effects
 - entertainers
 - registration requirements and set-ups
 - physical elements, including display, furniture and temporary structures
 - security
 - media coverage
 - safety equipment
- key inclusions for contractor briefing and specification documents.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge of the range of staging services and related terminology to allow for informed planning and decision-making
- ability to source, organise and coordinate multiple staging contractors as part of the overall event management process
- management of the staging of at least one complex event.

Context of and specific resources for assessment

Assessment must ensure:

- access to an event venue
- access to all equipment required for the staging of an event
- liaison with and involvement of multiple contractors.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of the staging of an event managed by the candidate through attendance at the event
- review of documentation used to manage staging contractors prepared by the candidate
- questioning of contractors to assess the organisational skills of the candidate
- case studies to assess ability to determine staging requirements for different events
- oral or written questions to assess knowledge of key staging services and relevant terminology
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Event staging requirements may relate to:

- exhibition set-up
- audiovisual
- disabled and emergency access
- display and decoration
- furniture and temporary structures
- special effects
- entertainment
- sound and lighting
- stage design
- rigging
- catering and catering set-up
- security.

Key stakeholders may include:

- attendees, delegates, guests or participants
- clients or host organisation
- contractors and suppliers
- sponsors
- emergency services
- regulatory authorities.

RANGE STATEMENT

Contractors may include:

- venues and sites
- speakers and entertainers
- staging and technical specialists, including pyrotechnicians, special effects, sound and lighting
- display suppliers
- caterers
- equipment hire companies.

Staging specifications may include or relate to:

- price
- performance standards
- timelines
- technical specifications for such things as equipment
- theme-related requirements
- regulatory requirements.

Staging adjustments may relate to:

- changes in numbers
- capacity of supplier to deliver quality outcome
- budgetary changes
- unexpected difficulties with staging components.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Event Management

SITXEVT015A Manage exhibitions

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement plans and procedures for the management and operation of exhibitions. All other Events units are applicable to exhibition management. This unit focuses only on the issues specific to commercial exhibitions.

Application of the Unit

This unit applies to individuals responsible for the development and implementation of exhibition plans and procedures in any industry or community context.

Exhibitions are events that bring buyers and sellers together to view and sell products and services. They may be trade or consumer focused.

This unit focuses on the application of the specific knowledge and skills required for exhibition management. In particular, it includes establishing systems and formats for bringing buyers and sellers together, recruiting and managing exhibitors, and setting up physical exhibitions.

Exhibition management requires the application of significant communication, planning and organisational skills underpinned by detailed knowledge of exhibition operations. A senior coordinator or manager undertakes this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish overall exhibition scope and format.	1.1 Assess proposed exhibition concept to determine planning and operational requirements. 1.2 Consult with key stakeholders and agree on exhibition objectives. 1.3 Develop overall format in consultation with stakeholders.
2 Establish and manage exhibition layouts and floor plans.	2.1 Assess the physical characteristics of the exhibition space in relation to its capacity to meet requirements. 2.2 Assess safety, risk and environmental issues that may impact on exhibition layouts. 2.3 Establish criteria for the allocation of space according to exhibition objectives and in consultation with stakeholders. 2.4 Allocate space according to agreed criteria. 2.5 Identify, negotiate and resolve any conflicting demands for exhibition space according to agreed criteria. 2.6 Organise development of accurate and complete floor plans based on agreed layouts and criteria.
3 Establish and manage format for buyer and seller interaction.	3.1 Determine most appropriate format for buyer and seller interaction based on analysis of exhibition objectives, operational constraints and consultation with key stakeholders.

- 3.2 Establish and monitor procedures and systems for one-to-one appointment scheduling when required.
 - 3.3 Generate and distribute reports and schedules of interaction to buyers and sellers.
- 4 Recruit and manage exhibitors.
 - 4.1 Develop clear, concise and professional exhibitor prospectus, including full breakdown of costs, benefits and other relevant exhibitor information.
 - 4.2 Distribute and present **exhibitor prospectus** according to agreed targets and marketing plan.
 - 4.3 Undertake follow-up promotion and negotiation as required.
 - 4.4 Execute exhibitor contracts and agreements to include full details of commitments made by both parties.
 - 4.5 Provide or organise **exhibitor support services**.
 - 4.6 Develop and distribute accurate and complete **exhibitor kits** at appropriate time prior to exhibition.
 - 4.7 Provide or organise exhibitor operational support, including **briefings and debriefings** according to agreements.
- 5 Evaluate exhibition operations.
 - 5.1 Evaluate exhibition effectiveness based on agreed **evaluation criteria**.
 - 5.2 Ensure outcomes of evaluation are incorporated into future exhibition planning.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

planning and organisational skills to establish and manage cohesive operational procedures and systems

communication skills to consult, liaise and negotiate with a wide range of stakeholders on complex planning and operational issues

critical thinking skills to evaluate complex information from multiple sources, and to develop management approaches based on those evaluations

literacy skills to interpret and develop complex and varied exhibition management documentation

numeracy skills to work with budgets and spatial planning issues.

The following knowledge must be assessed as part of this unit:

detailed knowledge of the exhibitions sector, including different types of exhibitions, key planning and operational components and industry networks

broader event management issues that affect exhibition planning and management

issues and challenges commonly encountered in exhibition and exhibitor management

formats and options for bringing buyers and sellers together, including suitability of different formats for different types of exhibition

current exhibition technology and equipment options

legislation, regulations and industry codes that affect commercial exhibitions

specific risk management issues for commercial exhibitions

resource requirements for different exhibition components and activities, including financial, human and physical resources.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

detailed knowledge of exhibition planning and operations

demonstration of skills through management of an exhibition.

Context of and specific resources for assessment

Assessment must ensure:

access to venues for staging of exhibitions
use of current information on which to base planning
involvement of and interaction with stakeholders as part of the planning process.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

evaluation of exhibition plans and procedures developed by the candidate
case studies to assess candidate's ability to develop approaches for a range of exhibition styles and contexts

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement**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 in the performance criteria is detailed below.

Exhibition may be:	trade consumer combination trade and consumer.
Stakeholders may include:	organising committees industry bodies seller representatives.
Exhibition objectives may relate to:	industry exposure sponsor exposure numbers and ratios of buyers and sellers profile of buyers and sellers (e.g. balance between small and large, generalist and specialist, etc.) media coverage industry education dollar value of business completed.
Safety, risk and environmental issues may relate to:	access maximum numbers of exhibitors space requirements to avoid overcrowding waste management technical issues, including cabling and power sources food safety requirements and impact on space.
Criteria for the allocation of space may relate to:	exhibitor participation level required balance and variety of exhibitors

sponsorship arrangements
placement or proximity of equipment
required by different exhibitors
guidelines on proximity of exhibitors in
direct competition
exhibition layout themes or overall schemas.

Format for buyer and seller interaction
may be:

free flow
prearranged appointments
appointments made during exhibition period
scheduled presentations, including plenary,
workshops and carousel
combination of different formats.

Exhibitor prospectus may include
information on:

overall market context
venue details and features
marketing plans
attendance expectations
previous performance data
participation costs, at different levels
sample layouts and floor plans
buyer and seller interaction format, such as
free flow and prearranged appointments
benefits of participation
endorsements
sponsor material or information
support services, including travel and
accommodation
information on transport of materials and
equipment.

Exhibitor support services may include:

travel
accommodation

assistance with additional promotions
answering general enquiries
providing updated information.

Exhibitor kits may include:

venue details
detailed floor plans
access information
delivery details for materials and equipment
technical services information or contacts
confirmation of travel or accommodation
arrangements
confirmation of buyer appointment schedules
times of exhibitor presentations
sponsor material or information.

Briefings and debriefings may include:

location and venue maps
summary exhibition information and support
materials
emergency procedures, including emergency
telephone contacts.

Evaluation criteria may relate to:

exhibitor, buyer and sponsor feedback
operational efficiency
number of attending buyers
venue service levels.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

SITXEVT016A Organise and monitor event infrastructure

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate infrastructure and facilities for a complex event comprising multiple components, where these do not already exist at a venue or site. It therefore builds on other Events units, such as SITXEVT013A Manage event staging.

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

Application of the Unit

This unit applies to individuals managing events in any industry context. It is particularly relevant to the cultural, community, hospitality, sporting and tourism sectors.

A complex event comprising multiple components must involve:

need for a comprehensive and multifaceted event plan

need for a formal internal or external communications strategy

dedicated and diverse event budget

multiple administrative and operational components

a wide range of stakeholders

an event operations team.

Many events take place at outdoor venues or at locations where infrastructure and facilities are minimal. Significant event operations knowledge combined with organisational and management skills are required to establish that infrastructure and make it operational.

This role is undertaken by an event manager working autonomously, but in consultation with suppliers, colleagues and broader event stakeholders.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify event infrastructure requirements.	1.1 Liaise with relevant authorities at the commencement of the event management cycle to ensure regulatory requirements are integrated into the planning process.
	1.2 Identify and analyse infrastructure and facility requirements based on a detailed review of all aspects of the proposed event and venue .
	1.3 Develop an accurate summary of infrastructure requirements for each event component in consultation with key stakeholders.
	1.4 Incorporate safety, security and risk management issues into all planning documentation and processes.
2 Establish and organise event infrastructure.	2.1 Identify and source appropriate infrastructure and facilities contractors.
	2.2 Provide accurate briefings to contractors in relation to infrastructure requirements, ensuring all safety, legal and technical requirements are covered.
	2.3 Obtain complete and timely quotations for the provision of event services.

- 2.4 Analyse quotations and select contractors according to legal and **licensing requirements** and in consultation with key stakeholders.
 - 2.5 Involve relevant authorities in the planning process by providing relevant and timely information.
 - 2.6 Take account of **stakeholder** views in establishing infrastructure and facilities.
- 3 Monitor event infrastructure.
- 3.1 Monitor progress with infrastructure and facilities through ongoing liaison with contractors.
 - 3.2 Identify the need for adjustments to infrastructure requirements and organise appropriate changes with confirmation in writing.
 - 3.3 Evaluate work completed against event requirements prior to event commencement and take appropriate corrective action where necessary.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

analytical skills to plan and organise event infrastructure

communication and negotiation skills to work with event contractors

literacy skills to interpret a wide range of event management documentation

numeracy skills to interrogate and interpret quotations for provision of event services.

The following knowledge must be assessed as part of this unit:

roles and responsibilities of various organisations involved in staging of events

infrastructure requirements for a range of event types, including issues and challenges and suitability of infrastructure for different venues

terminology and services in key areas related to event infrastructure and facilities,

including:

temporary water and power supply

portable and demountable toilets

temporary structures, including marquees and demountables

mobile catering outlets

suppliers of services related to event infrastructure and sources of information on those suppliers

risk management and safety issues to be considered for key areas of event staging

Australian standards that relate to event operations.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

ability to organise and monitor infrastructure for an event in a location with minimal existing facilities and services

knowledge of the issues that specifically impact on the organisation of events in venues without infrastructure, including requirements of relevant authorities, Australian standards and OHS regulations

demonstration of skills through the organisation and monitoring of the infrastructure requirements for at least one event where the candidate plays a key management role.

Context of and specific resources for assessment

Assessment must ensure:

access to venues and sites that require infrastructure

access to all equipment required for the

staging of a complex event

liaison with and involvement of suppliers and local authorities.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

evaluation of the infrastructure through attendance at an event managed by the candidate

review of documentation used to coordinate infrastructure prepared by the candidate

questioning of contractors to assess the organisational skills of the candidate

case studies to assess candidate's ability to determine infrastructure requirements for different events

questions to assess candidate's knowledge of infrastructure services and terminology

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITXEVT012A Select event venues and sites.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Relevant authorities may include:

local government
state or territory government
police
ambulance
fire services.

Infrastructure and facility requirements may include:

power supply
water supply
heating or air conditioning
public toilets
erection of temporary structures
scaffolding
emergency services
car and coach parking
transport systems
camping sites or other temporary accommodation
signage
media services and impacts
disabled access
waste management.

Venue may be:

indoor
outdoor
established event location

untested event location.

Safety, security and risk management issues may relate to:

access and crowd control
weather and climate impacts
protecting equipment
traffic
equipment failure
power failure
food safety issues.

Licensing requirements may relate to:

builders and building work
electricians and electrical work
plumbers and plumbing work
gas fitters
handling of hazardous materials
forklift operations
special effects.

Stakeholders may include:

clients
sponsors
local residents
organising committees
local businesses
potential and actual attendees
business associations.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

SITXEVT017A Provide on-site event management services

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the final preparation and set-up of a complex event comprising multiple components and to manage all aspects of the on-site operation.

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

Application of the Unit

This unit applies to individuals managing events in any industry context, but it is particularly relevant to the cultural, community, hospitality, sporting and tourism sectors.

A complex event comprising multiple components must involve:

need for a comprehensive and multifaceted event plan

need for a formal internal or external communications strategy

dedicated and diverse event budget

multiple administrative and operational components

a wide range of stakeholders

an event operations team.

On-site management of a complex event requires considerable organisational, communication, negotiation and problem-solving skills as well as detailed knowledge of the range of issues and challenges that impact on event operations. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for on-site management.	1.1 Develop plans and procedures for on-site management based on assessment of overall event requirements. 1.2 Analyse final arrangements for all aspects of the event and address any discrepancies or outstanding matters. 1.3 Develop and collate materials to facilitate effective on-site management. 1.4 Organise and provide accurate event briefings to operational staff and contractors prior to the event, including clarification of roles and responsibilities.
2 Oversee event set-up.	2.1 Establish contact with relevant contractors at the appropriate time and reconfirm all requirements. 2.2 Assess all aspects of event set-up against the prearranged operational agreements. 2.3 Assess set-up to ensure appropriate access and safety issues have been addressed. 2.4 Identify any deficiencies and discrepancies and take prompt action to negotiate any necessary adjustments with the appropriate contractor to

rectify the situation.

- 2.5 Brief any additional on-site staff on full details of the meeting or event operation, including **communication and control mechanisms**.
- 3 Monitor event operation.
 - 3.1 Monitor event operation through observation and appropriate communication and control mechanisms.
 - 3.2 Identify and analyse operational problems or need for additional services as they arise and take prompt action to address.
 - 3.3 Liaise with the client throughout the event to ensure it is progressing to his or her satisfaction.
 - 3.4 Monitor and ensure effective delivery of services through ongoing liaison with contractors.
- 4 Oversee event break-down.
 - 4.1 Ensure **event break-down** is completed according to agreements.
 - 4.2 Debrief operational staff and contractors as required with view to future operational and service improvements.
 - 4.3 Check and sign accounts according to contractor agreements.
 - 4.4 Assess matters requiring post-event action and initiate relevant processes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

critical thinking skills to evaluate and assess event requirements for on-site management
problem-solving skills to evaluate and address a wide range of unpredictable operational issues within tight time constraints

communication skills to lead, liaise and negotiate with a wide range of stakeholders on potentially complex and unpredictable operational issues

negotiation skills to allow for on-the-day negotiations where time constraints play a key factor

literacy skills to interpret and develop potentially complex event documentation

numeracy skills to address a range of operational and planning issues that may include the need to manage the flow of a large number of people and work quickly and accurately with budget figures and estimates.

The following knowledge must be assessed as part of this unit:

typical systems, procedures and logistics for on-site management, including:

contractor communication mechanisms and protocols, including main liaison person within a venue, hierarchy of control and walkie-talkie options

operational control documents, such as running sheets and how they are used

techniques for managing stress and time during the operation of an event

detailed characteristics of written contractor documentation across a wide range of services, including venue, technical, catering and staging

safety and risk issues associated with different types of event, such as movement of numbers of people and security issues in particular situations.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

ability to manage the on-site operation of an event, including all aspects of preparation, set-up, operation and move-out

knowledge of the range of issues and problems that may arise during the conduct of meetings and events

demonstration of skills in managing the on-site aspects of more than one complex

event

presence of commercially realistic time pressures related to the operation of an event.

Context of and specific resources for assessment

Assessment must ensure:

participation of a team of operational staff involved in delivering an event

involvement of suppliers of equipment and services

realistic ratios of operational staff to participants, delegates or guests

use of meeting and event operational documents and equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

evaluation of the operational efficiency and service quality at an event site-managed by the candidate

evaluation of reports prepared by the candidate on the event management process, including the issues and challenges associated with delivering effective outcomes

review of documentation, such as running sheets and other site management plans prepared by the candidate

review of staff or supplier briefing documents and reconfirmation checklists prepared by the candidate

written and oral questioning or interview to test knowledge of management procedures and systems, event documentation requirements and negotiating techniques

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITXMGT003A Manage projects.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Plans and procedures for on-site management may be related to:

registrations
organising committee
record-keeping and reporting
special needs
risk management
crowd control
event timings
contractor communication.

Materials to facilitate effective on-site management may include:

running sheets
copies of agreements with clients

copies of agreements with all contractors
contact numbers for all contractors
contact numbers for emergency services
briefing papers.

Event briefings may be:

face-to-face
in writing
on telephone.

Relevant contractors may include:

venues
speakers and facilitators
staging suppliers
display suppliers
caterers
entertainers
equipment hire companies.

Prearranged operational agreements may relate to:

availability of materials and equipment
room set-ups
staging and technical equipment
display and signage
food and beverage arrangements
registration areas.

Deficiencies and discrepancies may include:

incorrect room set-ups
incorrect staging
faulty or unavailable technical equipment
lack of equipment to manage displays and signage
shortage of food and beverage
inappropriate space in registration areas.

Communication and control mechanisms
may include:

guidelines on hierarchy of control and
associated reporting lines during the event
regularity of updates to event managers
specific performance indicators
contingency plans.

Event break-down may involve:

packing and removing items
debriefing participants, exhibitors and
contractors
liaising with venue and site personnel.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

SITXEVT018A Develop a transport strategy for an event

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify the transport needs for an event and develop an appropriate transport strategy.

Application of the Unit

This unit applies to individuals organising events in any industry context. It is particularly relevant in the community, cultural, sporting and tourism sectors where event management is a key activity. This unit has particular application in the transport industry, where transport companies may be called upon to work on the development of an event transport strategy.

The unit does not cover the specialist skills required to manage and monitor large transport fleets, as these roles are undertaken by individuals working as transport specialists.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Analyse transport needs.	1.1 Determine overall event transport needs based on analysis of key event information. 1.2 Identify and assess specific transport needs of different event stakeholders, including those with special needs. 1.3 Determine need for specialist assistance and involvement of authorities in the transport planning process.
2 Develop strategies to meet differing transport needs.	2.1 Identify and assess various transport options and resources in consultation with relevant suppliers. 2.2 Assess the particular transport issues and risks presented by event location and geography. 2.3 Analyse the legal, safety and insurance issues as they relate to event transport. 2.4 Analyse and incorporate particular transport issues and risks into transport strategy development. 2.5 Evaluate impacts of broader event management constraints and issues as they relate to event transport. 2.6 Consult with and gain input from relevant event stakeholders about transport strategies at appropriate times prior to the event. 2.7 Develop evaluation criteria for the transport strategy in consultation with stakeholders.
3 Develop transport logistics plan.	3.1 Develop and document specific procedures to address transport operational requirements, considering potential new and improved approaches if appropriate. 3.2 Identify critical tasks and allocate responsibilities and timelines. 3.3 Allocate transport resources to maximise efficiency and usage.

- 3.4 Integrate **human resource requirements** into the logistics plan and liaise with appropriate colleagues.
 - 3.5 Develop and articulate **contingency and critical incident procedures** within the logistics plan.
 - 3.6 Provide **briefings and relevant information** to those involved in provision of transport services and to other stakeholders.
- 4 Evaluate transport strategies.
- 4.1 Evaluate efficiency and effectiveness of the transport strategy based on agreed evaluation criteria.
 - 4.2 Ensure outcomes of evaluation are incorporated into future event preparations.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

planning and organisational skills to develop and manage transport logistics
research and critical thinking skills to source and analyse information on transport options
communication and negotiation skills to consult with stakeholders and negotiate arrangements with suppliers
contingency management skills to address transport problems
literacy skills to develop complex plans and documents for the management of event transport
numeracy skills to work within event budgets and develop different scenarios for consideration.

The following knowledge must be assessed as part of this unit:

broad event management process and role of transport planning in relation to other event management functions

types of events that require the development of dedicated transport strategies
sources of specialist assistance for complex transport planning
different transport alternatives for consideration in the planning process
general operational knowledge of the various transport options, including private and public variations for air and land transport
technology and equipment used for coordination of transport services
legislation, regulations and industry codes that affect transport planning
risk management issues associated with event transport
resource requirements for a transport strategy, including financial, human and physical resources.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

ability to analyse transport needs for an event and develop appropriate strategies and transport logistics plans

knowledge of the factors to be considered when developing an event transport strategy and the particular risk and contingency management issues

demonstration of skills through the development of a transport strategy and logistics plan for at least one complex event.

Context of and specific resources for assessment

Assessment must ensure:

use of current information and resource options to develop the strategy

involvement of and interaction with stakeholders and suppliers as part of the planning process.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

evaluation of event transport strategies and operational plans prepared by the candidate

case studies to assess candidate's ability to develop transport strategies for a range of different events

questions to assess detailed knowledge of different event transport issues and options

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Key event information may include:

general nature of event

event management structures

level of government involvement
location
dates and times
duration
number and type of activities, such as sport or individual programmed events
numbers attending
scope of physical staging elements.

Event stakeholders may include:

organising committees
media
participants, competitors and delegates
officials
spectators or audiences
VIPs
volunteers and paid staff
authorities, such as local government, emergency services and roads authorities.

Specialist assistance may include:

transport experts
local authorities
emergency services.

Authorities may include:

local government
state government, such as state roads authorities
emergency services, including police, ambulance and fire service
other industry bodies, such as certifying bodies.

Transport options and resources may include:

public transport system, including:
trains

bus network
ferries
light rail and trams

private transport system, including:
airlines
coach services
taxis
hire cars, minibuses and limousines
private vehicles
charter services
dedicated disabled transport, including taxis and buses
animal transport.

Transport issues and risks may relate to:

general nature of location, such as major metropolitan, regional, country or remote
restricted access
road surface or terrain
distance between event venues
distance between event venues and other facilities such as accommodation and service centres
distance between accommodation providers and venues
traffic issues, such as peak periods and traffic regulations.

Broader event management constraints and issues may include:

overall event management structures
specific event objectives
budget
human resources
other staging requirements
factors external to the event, such as other

events.

Evaluation criteria may relate to:

service quality
environmental targets
financial targets
attendance targets
time targets for movement of people and equipment.

Procedures to address transport operational requirements may relate to:

contacting relevant authorities for information and permission
available transport and timetables
contingency and backup transport options
security
vehicle refuelling
parking
pick-up and drop-off procedures
human resource requirements, including marshals, guides and drivers
training requirements
adequate provision for buses
emergency services presence and access
arrival of clients - dump or trickle
adequate provision for disabled people.

Human resource requirements may include:

drivers
guides
volunteers
marshals
interpreters
on-site supervisors.

Contingency and critical incident procedures may relate to:

equipment breakdown
traffic problems
adverse weather
event staff sickness
internal and external delays to event.

Briefings and relevant information may include:

summary procedures
emergency contact details
contingency procedures
maps and other geographical information, including route maps between venues and sites and information for venues, sites and local area.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

SITXEVT019A Manage multi -venue events

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit deals with the performance outcomes, skills and knowledge required to develop strategies to manage an event across a number of venues. It focuses only on the additional knowledge and skills required in the context of cross-venue event operations. CULMS012A Plan event touring, is used more to reflect the skills required when the same event is toured to different venues.

Application of the Unit

Application of the unit

This unit applies to individuals managing events in any industry context. It is particularly relevant in the cultural, community, hospitality, sporting and tourism sectors.

Planning and management of an event using multiple venues or sites requires application of significant analytical and management skills, combined with a strong understanding of event management operational issues. This role is undertaken by an event manager working autonomously, often in consultation with an event organising committee.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess and respond to planning and management implications for multi-venue events.	1.1 Determine the <i>potential impact</i> of <i>multi-venue operations</i> through analysis of <i>event scope and complexity</i>. 1.2 Analyse <i>specific risks associated with multi-venue events</i>. 1.3 Integrate <i>multi-venue considerations</i> into <i>broad event management structures and processes</i>.
2 Conduct multi-venue	2.1 Identify broad parameters for venue selection based on

ELEMENT	PERFORMANCE CRITERIA
selection process.	evaluation of overall event objectives.
	2.2 Incorporate specific multi-venue considerations into the venue or site selection process.
	2.3 Determine best combination of venues to meet event needs.
3 Develop operational procedures to address multi-facility issues.	3.1 Assess and respond to geographical factors arising from multi-venue operations.
	3.2 Evaluate need for consistency across venues and develop appropriate guidelines in consultation with venue personnel.
	3.3 Develop contingency and critical incident procedures for multi-venue operations.
	3.4 Develop clear and concise procedures and distribute to relevant venues.
4 Address multi-facility communication requirements.	4.1 Assess inter-venue communication needs and determine most appropriate form of communication, using relevant technology.
	4.2 Organise relevant resources to achieve effective inter-venue cooperation.
	4.3 Develop and distribute communication protocols and procedures in consultation with venues.
5 Evaluate multi-venue operations.	5.1 Evaluate multi-venue event operations in terms of efficiency, communication and service provision.
	5.2 Incorporate outcomes and learning into future event planning.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- planning and organisational skills to develop practical operational procedures

REQUIRED SKILLS AND KNOWLEDGE

- critical thinking skills to evaluate a range of complex information and develop operational strategies and procedures
- communication and negotiation skills to work with multiple venue stakeholders
- contingency management skills to address operational issues across multiple venues
- literacy skills to interpret and develop complex documentation
- numeracy skills to assess budget impacts of multi-venue operations.

The following knowledge must be assessed as part of this unit:

- types of events that require the use of multiple venues, and implications of multi-event operations on management structures, processes and procedures
- inter-venue communication options, including relevant technologies to suit particular event requirements
- risk management issues associated with the use of multiple venues for an event
- legal issues associated with the use of multiple venues for an event
- additional resource and staging requirements of a multi-venue event.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to develop operational and communication strategies and procedures for the management of events across a number of venues
- ability to select an appropriate set of venues for a multi-venue event
- detailed knowledge of management and operational issues to be addressed for a multi-venue event
- demonstration of skills through development of plans and procedures for at least one multi-venue event.

Context of and specific resources for assessment

Assessment must ensure:

EVIDENCE GUIDE

- access to multiple event venues
- involvement of and interaction with venue personnel to establish appropriate operational and communication strategies and procedures
- use of current and complete venue information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of plans and procedures developed by the candidate to address multi-venue operations
- case studies to assess candidate's ability to address multi-venue considerations for a range of different events
- questions to assess detailed knowledge of the operational issues to be addressed for a multi-venue event
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITXEVT012A Select event venues and sites.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

<i>Potential impact</i> of multi-venue operations may relate to:	• human, financial and physical resources • operational complexities • safety • management and operating structures.
<i>Multi-venue operations</i> may include:	• sporting events • festivals • conferences.
<i>Event scope and complexity</i> may relate to:	• number of venues • number of attendees • degree of movement of people or equipment between venues • number of different services to be provided at each venue.
<i>Specific risks associated with multi-venue events</i> may include:	• delays • communication issues • consistency of presentation and standards • security complications • crowd control • expansion in number of contractors and associated management requirements.
<i>Multi-venue considerations</i> may relate to:	• distances between venues • comparative venue standards and facilities • distances from venues to other facilities.
<i>Broader event management structures and processes</i> may include:	• overall event management structures • specific event objectives • budget

RANGE STATEMENT

- human resources
- staging requirements
- factors external to the event.

Geographical factors may include:

- distance
- traffic routes
- terrain
- levels of congestion
- public transport services between venues.

Consistency across venues may relate to:

- differing weather conditions
- waste management
- environmentally sensitive areas, such as forests and national parks.

Contingency and critical incident procedures may relate to:

- equipment breakdown
- traffic problems
- adverse weather
- event staff sickness
- internal and external delays to event.

Inter-venue communication might involve:

- telephone systems
- computer networks
- two-way radios
- video links or videoconferencing.

Communication protocols and procedures may relate to:

- lines of communication
- methods of communication
- time requirements.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field Event Management

SITXFIN002A Maintain financial records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to maintain accurate financial records in a range of business contexts.

Application of the Unit

Application of the unit This unit focuses on generic bookkeeping skills and principles and must therefore be contextualised to meet specific industry contexts. It does not reflect the skills of a specialist bookkeeper. In the workplace, this function may be integrated with other activities and systems such as guest registration or travel file management. It is also highly likely that systems for maintaining financial records will be automated.

While individuals working at an operational level undertake this role, it may also be relevant to small business managers who administer their own accounts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Post transactions.	1.1 Organise and interpret <i>source documents</i> accurately in preparation for entering <i>transactions</i>. 1.2 Identify any irregularities in documentation promptly and take action to resolve within scope of individual responsibility and designated timeframes. 1.3 Check or obtain correct authorisation for entry. 1.4 Select correct account and journal for intended entry. 1.5 Enter credit and debit transactions into journals, including correct allocation of all amounts within designated timeframes.

ELEMENT	PERFORMANCE CRITERIA
	1.6 Support journal entries with explanation and cross-referencing to support documentation where necessary. 1.7 Cross-check source documentation with entered transaction to ensure matching. 1.8 File source documents in the correct location and according to organisation procedures.
2 Reconcile transactions to a balance.	2.1 Check documentation and balances to ensure matching. 2.2 Where appropriate, use reconciliation features of computerised systems correctly to assist the reconciliation process. 2.3 Where necessary, investigate and clear outstanding entries accurately and promptly in consultation with appropriate colleagues. 2.4 Identify, investigate or report discrepancies according to scope of individual responsibility. 2.5 Finalise reconciliations within designated timelines and provide information to colleagues.
3 Retrieve financial information.	3.1 Interrogate financial records correctly to identify required information. 3.2 Generate and distribute relevant <i>routine financial reports or information</i> at designated times and in response to requests from colleagues. 3.3 Check financial reports for accuracy prior to distribution. 3.4 Identify, investigate or report discrepancies according to scope of individual responsibility.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- problem-solving skills to identify and resolve discrepancies in transaction journals and reconciliations
- organisational skills to logically organise, file and maintain a wide range of business source documents
- literacy skills to interpret a range of source documents
- numeracy skills to make basic calculations, identify numerical discrepancies and work with financial reconciliations.

The following knowledge must be assessed as part of this unit:

- features of financial record-keeping systems relevant to the industry sector or organisation
- bookkeeping cycle relevant to a particular industry sector or organisation
- principles of bookkeeping and general understanding of bookkeeping terminology, including charts of accounts, reporting periods, ledgers, double-entry, debits, credits, debtors, creditors, income, expenditure, receipts, disbursements, transactions, journals, accounts, reconciliations, unpresented cheques, bank charges, and direct debits and credits
- impact of GST on the bookkeeping process in the relevant industry context, including the types of transactions that attract GST or are GST-exempt and the GST reporting requirements for different businesses
- bookkeeping terminology of specific relevance to an industry sector or organisation
- income and expenditure types relevant to a particular industry sector or organisation
- nature of source documents relevant to a particular industry sector or organisation.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- understanding of financial record-keeping processes as they apply to a particular industry sector or organisation
- ability to maintain accurate records within acceptable organisation timeframes and according to organisation requirements

EVIDENCE GUIDE

- ability to complete reconciliations and resolve routine bookkeeping problems within organisation-acceptable timeframes
- posting of multiple transactions of different types over a period of time to reflect the typical trading or reporting period within a given sector or organisation
- completion of reconciliations that include data of a size, scope and nature to reflect current industry practice
- generation of financial information and routine reports that reflect current industry format and practices
- presence of time constraints that reflect the relevant industry environment.

Context of and specific resources for assessment

Assessment must ensure:

- use of industry-current accounting systems
- integration of problem-solving strategies, such as identifying and resolving errors in reports.

Methods 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 observation of the candidate using a system to post transactions
- review of reconciliations and the accuracy of financial records or reports prepared by the candidate
- review of documentation used or prepared by the candidate to prepare financial records
- problem-solving exercises to address typical bookkeeping errors and problems
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between

EVIDENCE GUIDE

occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Source documents may include:

- cheques
- deposit books
- cheque requisitions
- tax invoices
- credit notes
- expense vouchers
- petty cash vouchers
- receipts
- bank and credit card statements.

Transactions may include:

- cash and credit card receipts
- cash and credit card payments
- petty cash
- sales
- refunds
- rebates
- interest expenses or interest received
- direct debits and credits
- returns and allowances journal entries
- bad debts journal entries
- main, general journal entries
- payroll journal entries.

RANGE STATEMENT

Reconciliations may include:

- single system reconciliations
- creditor statements
- petty cash
- foreign currency
- bank reconciliations
- guest accounts
- travel files
- taxation.

Routine financial reports may include:

- period reports on receipts or disbursements
- account summaries
- short-term trading information
- information for business activity statements
- GST paid or received.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Finance

SITXFIN004A Manage finances within a budget

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to take responsibility for budget management where others may have developed the budget. The skills and knowledge for budget development are found in unit SITXFIN005A Prepare and monitor budgets.

Application of the Unit

Application of the unit

This unit applies to individuals responsible for managing and controlling a budget in any industry context.

The budget may be for an entire small organisation, for a section of a larger organisation, or for a particular project or activity.

Senior operational personnel or supervisors undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Allocate budget resources.	1.1 Allocate funds according to <i>budget</i> and agreed priorities. 1.2 Discuss changes in income and expenditure priorities with <i>appropriate colleagues</i> prior to implementation. 1.3 Consult and inform all relevant personnel in relation to resource decisions. 1.4 Promote awareness of the importance of budget control. 1.5 Maintain detailed records of resource allocation according to organisation control systems.
2 Monitor financial activities against budget.	2.1 Check actual income and expenditure against budgets at regular intervals. 2.2 Include financial commitments in all documentation to ensure accurate monitoring. 2.3 Identify and report deviations according to organisation policy and significance of deviation.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Investigate appropriate options for more effective management of deviations.
	2.5 Advise appropriate colleagues of budget status in relation to targets, within agreed timeframes.
3 Identify and evaluate options for improved budget performance.	3.1 Assess existing costs and resources and proactively identify areas for improvement.
	3.2 Discuss desired budget outcomes with relevant colleagues.
	3.3 Undertake appropriate research to investigate new approaches to budget management .
	3.4 Define and communicate clearly the benefits and disadvantages of new approaches.
	3.5 Take account of impacts on customer service levels and colleagues in developing new approaches.
	3.6 Present recommendations for budget management clearly and logically to the appropriate person or department.
4 Complete financial and statistical reports.	4.1 Complete all required financial and statistical reports accurately and within designated timelines.
	4.2 Produce clear and concise information to enable informed decision making.
	4.3 Forward reports promptly to the appropriate person or department.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- research, critical thinking and problem-solving skills to investigate and develop options for potential budget performance improvements
- communication skills to discuss budget requirements and to seek and provide feedback
- literacy skills to interpret a wide range of business and financial documents, and to create

REQUIRED SKILLS AND KNOWLEDGE

accurate budget reporting and recommendations documentation

- numeracy skills to interpret and use budget figures in day-to-day work operations, and to develop budget estimates and scenarios for performance improvement.

The following knowledge must be assessed as part of this unit:

- knowledge and understanding of budgets, specifically how a budget is structured and how to interpret a budget
- any legislative requirements in relation to disbursement of funds and record keeping
- techniques related to maximising budget performance relevant to the organisation or industry sector
- budgeting terminology relevant to a specific industry context
- financial reporting procedures and cycles relevant to the organisation or industry sector.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of basic budget principles and structures
- budgeting terminology relevant to a specific industry context
- ability to monitor budgeted income and expenditure and to identify ways of improving budget performance
- understanding of the main types of budgets that apply in the specific organisation or industry context
- management of and reporting on a budget for a specific project or operational area over a period of time so that the monitoring and implementation aspects of managing finances within a budget can be assessed.

Context of and specific resources for assessment

Assessment must ensure:

- use of figures and data that reflect the realistic financial operating conditions of industry.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate
- evaluation of reports produced by the candidate detailing the processes undertaken to manage finances within a budget
- case studies and problem-solving to assess application of the principles of budget management to different situations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXFIN005A Prepare and monitor budgets.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

RANGE STATEMENT

Budgets may include:

- cash budgets
- departmental budgets
- wage budgets
- project budgets
- purchasing budgets
- sales budgets
- cash flow budgets
- budgets for micro, small, medium or large businesses.

Appropriate colleagues may include:

- operational staff
- managers
- internal or external financial specialists.

Research to investigate new approaches may include:

- discussions with existing suppliers
- sourcing new suppliers
- evaluating staffing and rostering requirements
- reviewing operating procedures
- potential roster changes.

Financial and statistical reports may relate to:

- daily, weekly and monthly transactions and reports
- break-up by department
- occupancy
- sales performance
- commission earnings
- sales returns
- yield management
- commercial account activity.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field Finance

SITXFIN007A Manage physical assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the physical assets of an organisation. It includes a focus on establishing strategies, systems and procedures for asset maintenance and monitoring, as well as financing asset acquisition.

Application of the Unit

Application of the unit	This unit applies to mainstream managers who need to proactively plan and manage the acquisition and maintenance of physical assets in an industry context.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop strategies for systematic maintenance, repair and purchase of physical assets.	1.1 Develop strategies for managing <i>physical assets</i> that reflect overall business and marketing objectives of the organisation. 1.2 Evaluate current and potential financial objectives and constraints in developing asset management strategies. 1.3 Integrate all <i>OHS requirements</i> into physical asset management. 1.4 Develop and maintain an accurate and current physical assets register as part of the asset management strategy. 1.5 Incorporate maintenance and repair regimes that minimise disruption and loss of revenue and involve appropriate specialists. 1.6 Integrate <i>practices to support environmental sustainability</i> into physical asset management practices.

ELEMENT	PERFORMANCE CRITERIA
2 Monitor the condition and performance of physical assets in the workplace.	2.1 Establish and implement systems to ensure that the condition and performance of physical assets are regularly reported and discussed within the organisation. 2.2 Establish and implement systems to identify timely replacement of physical assets. 2.3 Make assessments of physical asset performance based on safety, operational efficiency, customer service quality and input from colleagues. 2.4 Identify physical asset problems promptly and take appropriate action. 2.5 Evaluate need for and access specialist assistance when required.
3 Coordinate financing of physical assets.	3.1 Prepare accurate work or equipment specifications to guide the acquisition process. 3.2 Estimate acquisition costs based on evaluation of current, accurate and relevant data, including supplier quotations and estimates. 3.3 Make appropriate decisions on the acquisition of physical assets according to organisation policies and procedures. 3.4 Select methods of financing to meet current organisation financial objectives based on an analysis of internal and external factors. 3.5 Implement the financing process in consultation with key stakeholders and appropriate financial specialists. 3.6 Make and keep accurate records of all financial agreements and related documents.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- critical thinking and analytical skills to evaluate complex information from varied sources to develop strategic management approaches to physical assets
- planning and organisational skills to develop and implement complex and interrelated workplace procedures, systems and schedules for physical asset management
- literacy skills to interpret and develop a varied range of complex business documents
- numeracy skills to analyse and prepare a wide range of financial data, and to interpret estimates and financial agreements for physical asset acquisition.

The following knowledge must be assessed as part of this unit:

- types of physical assets required by organisations in different work contexts
- maintenance requirements for different types of physical assets in the relevant industry context
- features and benefits of different financing options for asset acquisition, including purchase, rent, lease and hire purchase
- features of an assets register and techniques for its development and maintenance
- overview of taxation arrangements in relation to the acquisition and disposal of physical assets
- specific legislation relevant to the management and maintenance of physical assets, such as that relevant to vehicles or food production equipment
- environmental standards and requirements in relation to different types of physical assets.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to plan for and manage the acquisition, maintenance and replacement of physical assets for a small business, or section or department of a larger business
- understanding of financial and legal issues that affect the management of physical assets
- development of asset management strategies and

EVIDENCE GUIDE

financing arrangements for a specific business operation.

Context of and specific resources for assessment

Assessment must ensure:

- use and application of current financial data and regulations.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- case studies to develop asset acquisition and maintenance strategies for nominated business situations
- evaluation of industry projects conducted by the candidate to acquire assets or develop ongoing maintenance strategies
- oral or written questions to assess knowledge of financing options and relevant legislation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Physical assets may include:

- buildings
- equipment
- fixtures, fittings and furniture
- vehicles
- gardens
- pools
- rides and games.

OHS requirements may relate to:

- restrictions on who can undertake repairs
- regularity of maintenance required
- levels of usage.

Practices to support environmental sustainability may include:

- use of particular consumables
- protocols for use of machinery
- minimising waste
- systems to reduce power use
- regular maintenance.

Systems to monitor condition and performance of physical assets may include:

- integration of reporting into day-to-day operating procedures
- regular management reports
- internal or external inspections and audits
- regular staff feedback
- analysis of maintenance costs over a period of time.

Specialist assistance may include:

- tradespeople
- mechanics
- electronic specialists
- vendor support.

Specifications may include:

- information on general business context

RANGE STATEMENT

- numbers of users or customers
- budget parameters
- operational constraints.

Current, accurate and relevant data used for estimating costs may include:

- quotations from suppliers
- current maintenance contracts
- published or advertised prices
- previous contracts and costs.

Methods of financing may include:

- hire purchase
- renting
- leasing
- purchase.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Finance

SITXFIN008A Manage financial operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to manage day-to-day financial operations of a small organisation, a department within a larger organisation or a complex project.

The unit is not intended to cover detailed specialist accounting skills that are undertaken by qualified accountants or financial controllers, but does include the awareness of accounting issues and concepts needed by managers for effective communication with accountants or other specialists on financial matters.

Application of the Unit

Application of the unit

This unit applies to any manager responsible for overseeing the financial operations of a small business, a department within a larger organisation or a complex project. It requires the application of highly developed planning and management skills underpinned by significant knowledge of financial management concepts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop approaches to financial management.	1.1 Assess <i>scope of financial management requirements</i> for a given organisation or project. 1.2 Identify need for and organise specialist accounting assistance where appropriate. 1.3 Develop approaches to financial management based on overall direction and goals of the organisation or project. 1.4 Develop financial management systems and procedures according to organisation needs.

ELEMENT	PERFORMANCE CRITERIA
2 Develop and monitor financial procedures and systems.	2.1 Develop <i>financial procedures and systems</i> to meet relevant statutory and internal control requirements. 2.2 Communicate importance of financial objectives, management controls and systems to all staff. 2.3 Develop practical procedures and systems for monitoring income and ensuring payment of accounts. 2.4 Research and integrate the use of current industry practices and technology into systems where appropriate. 2.5 Check compliance with procedures and systems on a regular basis. 2.6 Monitor the flow of financial information within the organisation in terms of currency, accuracy, level of detail and relevance. 2.7 Review financial management systems regularly and make adjustments according to organisation needs.
3 Make pricing decisions.	3.1 Make pricing decisions based on current, sufficient, accurate and relevant financial and marketplace data. 3.2 Identify fixed, variable and semi-variable costs. 3.3 Perform and interpret simple cost-volume-profit analysis. 3.4 Set appropriate profit margins according to organisation policy and calculate prices correctly.
4 Monitor financial performance.	4.1 Monitor budgets against performance targets on a regular basis. 4.2 Negotiate corrective budgets to maximise business performance. 4.3 Take remedial action to address financial performance problems where appropriate. 4.4 Prepare and interpret profit and loss statements accurately with appropriate level of detail. 4.5 Conduct financial ratio analysis and apply the findings to financial management and reporting as appropriate.

ELEMENT	PERFORMANCE CRITERIA
	4.6 Communicate feedback on positive and negative performance to appropriate colleagues in an appropriate manner.
5 Prepare financial reports.	5.1 Prepare accurate, concise, relevant and sufficiently detailed financial reports to schedule, in a format appropriate to the audience and according to organisation and statutory requirements.
	5.2 Identify the need for and access specialist advice on reporting requirements where appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- critical thinking and analytical skills to evaluate complex financial and other business information and develop appropriate management initiatives
- planning and organisational skills to develop and implement systems and procedures for sound financial management within an organisation or project
- literacy skills to interpret and develop information and documentation dealing with complex ideas, concepts and data
- numeracy skills to interrogate and develop financial data, work with complex mathematical ideas and develop approaches to strategic issues such as pricing.

The following knowledge must be assessed as part of this unit:

- different financial management roles for given industry sectors or types of business, including operational managers, owner-operators, financial controllers and external accountants or auditors
- aspects of financial management to be considered for a given organisation or industry sector
- ways in which financial management interrelates with all other areas of business activity
- major steps in the total accounting process and relationship of each with business operations and reporting requirements
- typical financial management systems and technology relevant to the organisation or

REQUIRED SKILLS AND KNOWLEDGE

industry sector, including features and capabilities of one or more computerised accounting packages

- key features of and how to prepare the main financial reports used to monitor business performance, including:
 - profit and loss statements
 - balance sheets
 - sales and receivables reports
- techniques for calculating profit margins relevant to a given industry sector
- overview of specific financial and taxation regulations and requirements relevant to the industry sector, including how GST applies to different business operations and reporting requirements
- overview of economic issues that affect financial performance in specific industry contexts.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- understanding of the total financial management process within a business
- ability to integrate the financial management activities of a business into overall business operations
- knowledge of financial control, reporting and monitoring systems
- establishment and management of financial systems over a period of time so that the monitoring and implementation aspects of the unit can be assessed.

Context of and specific resources for assessment

Assessment must ensure:

- project or work activities that include the use of figures and data that reflect the financial operating conditions of industry
- use of industry-current technology for financial

EVIDENCE GUIDE

management.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate
- evaluation of financial management strategies produced by the candidate detailing systems and procedures for the management of given business operations or situations
- case studies and problem-solving to assess application of financial management strategies to particular situations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the

RANGE STATEMENT

performance criteria is detailed below.

Scope of financial management requirements for different projects or organisations will vary and may relate to differing requirements for:

- budgeting and forecasting
- reporting, including depth, regularity and nature of reports
- control mechanisms
- specialist financial skills.

Financial procedures and systems:

- must address:
 - transaction recording
 - checking and reconciliation processes
 - banking procedures
 - invoicing
 - accounts payable and receivable
 - cash management and security measures
 - cash flow management
 - budget management
 - reporting requirements
 - GST and other taxation requirements
 - statutory requirements that apply to the specific business structure
 - sector specific requirements, such as the Travel Compensation Fund in retail travel
- may cover:
 - stock control
 - financial responsibilities within an organisation or department.

Financial reports must include:

- GST reports and business activity statements
- cash flow statements
- profit and loss statements
- balance sheets
- reconciliations.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Finance

SITXGLC001A Develop and update legal knowledge required for business compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to ensure business compliance with legislation across a broad range of operational areas. Ability to research and apply relevant legal information to business operations is the key focus of the unit. This is combined with a general knowledge of the legal framework in which businesses in different contexts operate.

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

Application of the Unit

Application of the unit

This unit applies to senior personnel and operational managers responsible for ensuring overall business compliance with legislative and regulatory requirements.

The unit does not cover the specialist skills and knowledge required by legal experts or managers whose primary role relates to compliance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research the legal information required for business compliance.	1.1 Identify <i>sources of relevant legal and licensing information</i> and advice. 1.2 Determine compliance needs for the business by accessing, selecting and analysing all information on relevant <i>legal and licensing requirements</i>. 1.3 Determine risks, penalties and consequences of non-compliance.

ELEMENT	PERFORMANCE CRITERIA
2 Ensure compliance with legal requirements.	2.1 Assess the need for specialist legal advice and seek assistance where appropriate. 2.2 Record and distribute relevant legal information to colleagues at appropriate times and in suitable formats for the intended audience. 2.3 Organise information updates and training for colleagues and staff where appropriate. 2.4 Establish and monitor workplace systems and procedures, including a risk management approach to ensure compliance with legal requirements. 2.5 Identify aspects of operations that may infringe or potentially infringe laws and solicit advice on how to develop and implement modifications.
3 Update legal knowledge.	3.1 Use formal and informal research to update the legal knowledge required for business compliance. 3.2 Share updated knowledge with colleagues and incorporate into workplace planning and operations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- research skills to source and access legal information and advice
- critical thinking skills to evaluate and apply complex information to a particular operational context
- literacy skills to interpret complex information from varied sources.

The following knowledge must be assessed as part of this unit:

- general knowledge of compliance provisions of legislation in the following areas to the level of depth required by an operational manager or owner-operator and in the specific context of a tourism, hospitality or events organisation:
 - legal responsibilities and liabilities of managers and directors within varying business

REQUIRED SKILLS AND KNOWLEDGE

structures

- consumer protection and trade practices: key features of trade practices and fair trading legislation, its application in different States and Territories and key areas in which tourism and hospitality businesses must ensure compliance
- licensing: licences needed by various businesses and individuals within those businesses; licence application procedures; ongoing requirements to maintain licence, auditing and inspection regimes; and reasons for cancellation of licences
- contracts: differences between contracts; impacts of contract law on operators, including the specific terms and obligations of contract; methods of contractual agreement, exclusion clauses and termination of contracts
- insurance: key business insurances required by different tourism and hospitality businesses, including public liability and workers' compensation
- superannuation: employer responsibilities in relation to payment of superannuation for employees
- industrial relations: rights and responsibilities of employees and employers under industrial relations legislation
- taxation: overview of statutory reporting requirements for businesses
- equal employment opportunity (EEO) and anti-discrimination: including key features, employer responsibilities and consequences of operating contrary to legislation
- examples of specific legislation and local government regulations impacting on particular sectors or contexts: such as Responsible Service of Alcohol, local, state or territory, and federal food regulations and standards, Food Standards Australia New Zealand Act 1991, Responsible Conduct of Gaming, the Crimes (Child Sex Tourism) Amendment Act, European Economic Directive of Foreign Travel, Residential Tenancy Acts, Queensland Tourism Services Act (2003), Privacy Act and local government regulations on building and waste disposal
- sources of legal information and advice in particular industry sectors.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge of the legislation that affects business operations in a particular industry sector
- knowledge of how to access and update the legal

EVIDENCE GUIDE

information required for business compliance or seek professional assistance on legal matters

- demonstrated application of legal knowledge to specific workplace situations and problems.

Context of and specific resources for assessment

Assessment must ensure:

- use of current legal information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of reports prepared by the candidate detailing how legal issues were identified and addressed in the conduct of a particular project
- evaluation of industry projects conducted by the candidate to address the compliance requirements for different workplaces
- case studies that allow the candidate to address legal requirements for given situations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXMGT005A Manage business risk.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Sources of relevant legal and licensing information may include:

- reference books
- media
- industry and employer associations
- industry journals
- internet
- customers and suppliers
- legal experts
- regulatory authorities
- local government officers
- state or territory government departments.

Legal and licensing requirements may relate to:

- liquor
- businesses preparing and selling food
- gaming
- sale of travel products
- security
- OHS
- industrial relations
- taxation
- EEO
- anti-discrimination
- trades
- access to protected areas.

Workplace systems and procedures to ensure compliance with legislation may relate to:

- recruitment, termination and other human resource management issues
- food safety programs
- in-house policies to ensure responsible service of alcohol
- inspections and auditing
- risk assessments
- consumer complaint and dispute resolution processes
- training practices
- approval processes and protocols for various work

RANGE STATEMENT

activities

- general work practices and work organisation approaches
- workplace design
- distribution of information within the organisation
- signage.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Governance and Legal Compliance

SITXHRM003A Roster staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters.

Application of the Unit

Application of the unit

This unit applies to individuals responsible for the development of staff rosters in a tourism or hospitality context, in situations involving potentially large numbers of staff working across a range of different service periods, i.e. in more than a small office environment. Constraints around award provisions, other industrial agreements and wage budgets are a feature of rostering at this level.

Depending on the sector or specific organisation, this role may be carried out by dedicated specialist staff or by operational supervisors and managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop staff rosters.	1.1 Develop <i>rosters</i> according to relevant <i>award provisions, organisation agreements</i> and wage budgets. 1.2 Maximise <i>operational efficiency and customer service levels</i> while minimising wage costs in roster development. 1.3 Combine duties where appropriate to ensure effective use of staff. 1.4 Use the available skills base appropriately to roster the most effective mix of staff and to meet different operational requirements and constraints.

ELEMENT	PERFORMANCE CRITERIA
	1.5 Take account of <i>cultural considerations</i> and <i>broader organisational policies</i> that affect staff rosters.
	1.6 Consult with colleagues to ensure appropriate input to rosters.
2 Present and communicate rosters.	2.1 Present rosters in required formats to ensure clarity of information according to organisation standards.
	2.2 Communicate rosters to appropriate colleagues within designated timeframes.
3 Maintain staff records.	3.1 Complete time sheets and other documentation accurately and within designated timelines.
	3.2 Update staff records and maintain or store them according to organisation procedures.
4 Evaluate rosters.	4.1 Monitor the effectiveness of rosters in consultation with colleagues.
	4.2 Identify ways in which rosters and roster development processes may be improved and take appropriate action.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- organisational skills to plan rosters to meet operational needs
- literacy skills to develop potentially complex roster documentation
- communication skills to consult with colleagues, ask questions and confirm requirements, and listen, understand and interpret verbal and non-verbal messages
- numeracy skills to undertake planning activities involving dates, times and staff ratios.

REQUIRED SKILLS AND KNOWLEDGE

The following knowledge must be assessed as part of this unit:

- role of rosters and their importance in controlling staff costs
- factors to be considered when developing rosters, including legal or industrial provisions in the relevant work context
- formats for the presentation of staff rosters and details to be included
- overview of software programs and other technology available for roster design
- in-depth knowledge of operational area for which roster is being developed.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge and understanding of the factors and issues affecting staff rostering
- familiarity with typical formats for rosters and key information to be included
- ability to prepare staff rosters that meet wage budgets and provide a level of staffing sufficient to ensure the delivery of high quality customer service
- project or work activities that allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards project or work activities conducted over an operationally realistic period of time so that the planning, evaluation and monitoring aspects of rostering staff can be assessed
- preparation of multiple rosters for multiple periods to meet the staffing requirements of more than one operational situation.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills in a fully operational situation (project or permanent working environment), including

EVIDENCE GUIDE

- a team of people for whom rosters can be developed
- use of industry-current rostering technology and systems.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of the staffing costs and service levels in a workplace or at an event for which the candidate has prepared rosters
- case studies to develop rosters for typical industry working periods and different operational situations
- oral or written questions to assess knowledge of specific factors affecting the design of rosters
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

RANGE STATEMENT

Rosters may be for:

- individual department
- whole organisation
- specific project.

Award provisions and organisation agreements may affect rostering in relation to a range of issues, including:

- number of hours worked in a given shift
- overall number of hours allocated to different staff members
- breaks between shifts
- nature of duties allocated
- use of permanent or casual staff.

Operational efficiency and customer service levels may be affected by:

- numbers of staff
- type of staff
- balance of skills required
- demands of different service styles or periods.

Cultural considerations may relate to:

- types of work to be undertaken by individuals
- dates of cultural or religious festivals
- family considerations
- mixing of people from different cultures.

Broader organisational policies may relate to:

- compassionate leave
- maternity or paternity leave
- family-friendly workplace initiatives.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Human Resource Management

Competency field

Human Resource Management

SITXHRM006A Monitor staff performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to monitor staff performance within the framework of established performance management systems. It includes the skills to conduct structured performance appraisal and formal counselling sessions.

Application of the Unit

Application of the unit

This unit applies to individuals who monitor day-to-day staff performance in a tourism or hospitality context. It requires the application of significant communication and problem-solving skills combined with sound knowledge of current performance management practice.

Depending upon the sector and organisation, dedicated specialist staff, operational supervisors or managers undertake this role.

A more strategic approach to performance management can be found in specialist human resource management units from the Business Services Training Package.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor staff performance and provide feedback.	1.1 Consult with and inform colleagues about <i>expected standards of performance</i> using appropriate communication mechanisms. 1.2 Monitor ongoing performance by maintaining close contact with the workplace and relevant colleagues. 1.3 Provide confirming and corrective feedback to colleagues on an ongoing basis. 1.4 Provide colleagues with <i>appropriate guidance and support</i> in the workplace.

ELEMENT	PERFORMANCE CRITERIA
	1.5 Provide recognition and reward for achievements and outstanding performance according to organisation procedures.
	1.6 Identify the need for further coaching or training and organise according to organisation policies.
2 Recognise and resolve performance problems.	2.1 Identify and investigate performance problems promptly.
	2.2 Use feedback and coaching appropriately to address performance problems.
	2.3 Discuss and agree upon possible solutions with the colleague in question according to organisation procedures.
	2.4 Follow up outcomes of informal counselling through review in the workplace.
	2.5 Organise and conduct a formal counselling session when needed according to required procedures .
3 Implement performance management systems.	3.1 Implement formal performance management systems according to organisation policy.
	3.2 Conduct individual performance evaluations openly and fairly according to organisation policy.
	3.3 Complete and file performance management records according to organisation policy and industrial requirements.
	3.4 Agree on courses of action with colleagues and follow up in the workplace.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication and interpersonal skills to provide effective feedback, coaching and counselling to team members

REQUIRED SKILLS AND KNOWLEDGE

- problem-solving skills to develop and respond to unpredictable staff performance issues
- planning and organisational skills to monitor and maintain a formal performance management system
- literacy skills to express potentially complex and sensitive information in writing and to develop and interpret typical performance management documentation
- numeracy skills to work with documents such as staff records and schedules.

The following knowledge must be assessed as part of this unit:

- understanding of the performance management concept within an organisation
- types of performance standards and performance management systems applicable to tourism and hospitality workplaces
- role and importance of feedback and coaching, including appropriate communication, in relation to monitoring staff performance
- grievance procedures
- performance appraisal techniques and systems, including:
 - reasons for performance appraisal
 - types of performance assessment
 - compiling and using performance data
 - protocols and procedures for performance appraisal interviews
 - procedures for formal counselling sessions
- communication skills, including active listening, questioning and using appropriate non-verbal communication in relation to counselling, providing feedback and coaching
- industrial relations, equal employment opportunity (EEO) and diversity issues and legislation that impact on monitoring staff performance.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of typical procedures and processes for formal performance management and counselling
- ability to demonstrate appropriate communication

EVIDENCE GUIDE

skills to provide supportive feedback and guidance to colleagues

- project or work activities that allow the candidate to address typical performance management issues found in tourism or hospitality workplaces.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to demonstrate appropriate communication skills.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of reports prepared by the candidate detailing how performance management issues may have been addressed during the conduct of a team project
- evaluation of industry projects conducted by the candidate to develop performance management approaches for different workplaces
- role-play to provide feedback and conduct a performance appraisal or formal counselling session
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Expected standards of performance and performance problems may relate to:

- productivity
- punctuality
- personal presentation
- level of accuracy in work
- adherence to procedures
- customer service standards
- team interaction
- response times
- waste minimisation
- cost minimisation.

Appropriate guidance and support may include:

- advice on training and development opportunities
- support with difficult interpersonal situations
- opportunity to discuss work challenges
- confirmation of organisational objectives and key performance requirements
- ensuring adequate resources are applied
- representing staff interests in other forums.

Recognition and reward may include:

- informal acknowledgment
- acknowledgment of an individual's good performance to the whole team
- presentation of awards
- written report to management.

Possible solutions to performance may include:

- additional training
- assistance with problems outside of the workplace
- adjustment of workload
- reorganisation of work practices
- agreement on short-term goals for improvement.

RANGE STATEMENT

Required procedures for a formal counselling session may include:

- formal notification to staff member and management
- invitation of appropriate people
- organisation of appropriate location for counselling session.

Performance management systems may include:

- type of assessment, e.g. self, peer, team and productivity indicators
- methods of collecting performance data
- methods of interpreting performance data
- processes for performance appraisal interviews.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Human Resource Management

SITXHRM008A Manage workplace relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to manage workplace relations from an industrial relations perspective. A more strategic approach to overall employee relations is found in the Business Services Training Package.

Application of the Unit

Application of the unit

This unit applies to individuals involved in the management of workplace relations from an industrial relations perspective and at an operational level. It requires the application of critical thinking, communication, problem-solving and planning skills combined with a sound general knowledge of current industry relations legislation, as well as provisions and processes in a given workplace context.

The unit focuses on the skills and knowledge needed by frontline managers and owners or managers of small businesses. Human resource management units in the Business Services Training Package are more relevant to human resource specialists who need a more strategic focus.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Build a positive industrial relations climate.	1.1 Provide employees with accurate and impartial information on industrial matters likely to affect them. 1.2 Identify and evaluate promptly workplace changes or issues that may cause industrial unrest and take <i>appropriate action</i>. 1.3 Analyse potential causes of industrial unrest in external environments and take appropriate action promptly. 1.4 Create <i>conditions of employment</i> according to relevant legislation and industrial awards or agreements.

ELEMENT	PERFORMANCE CRITERIA
	1.5 Implement mechanisms for consulting with staff and facilitating two-way communication. 1.6 Ensure induction and training initiatives are used effectively to develop a competent workforce. 1.7 Establish consultative structures for the identification and resolution of grievances.
2 Implement formal industrial procedures.	2.1 Contribute to the development of <i>formal industrial relations procedures</i> in consultation with <i>relevant parties</i>. 2.2 Use and monitor agreed procedures to resolve employee relations issues according to organisation policy and legal requirements. 2.3 Monitor agreed processes and make appropriate adjustments in consultation with relevant parties. 2.4 Identify the need for and access specialist assistance in industrial relations matters when appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- critical thinking and analytical skills to evaluate complex information from varied sources and apply that information to management practices
- planning and organisational skills to organise and implement workplace procedures to address industrial relations issues
- literacy skills to interpret and develop complex documentation
- numeracy skills to work with numerical aspects of industrial agreements.

The following knowledge must be assessed as part of this unit:

- overview of the current federal and relevant state or territory industrial relations system, including legal obligations of employers
- role of specific unions in the relevant industry sector

REQUIRED SKILLS AND KNOWLEDGE

- role of specific employer groups in the relevant industry sector
- provisions of awards appropriate to the industry sector
- overview of procedures for creating workplace agreements
- procedures and specific communication skills for formal counselling, and grievance and industrial dispute resolution.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of industrial relations issues, procedures and regulations as they apply to particular sectors
- ability to interpret industrial awards and agreements
- ability to foster the development of a positive industrial relations climate
- demonstration of skills through the development of workplace relations approaches to meeting a particular organisation or industry need.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industrial relations information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of projects conducted by candidate in conjunction with industry operators to address industrial relations issues
- case studies to develop approaches to different industrial relations issues
- oral or written questions to assess knowledge of industrial relations legislation, regulations and

EVIDENCE GUIDE

procedures

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Appropriate action in relation to potential industrial unrest may include:

- initiation of consultation processes
- further research on issues presented
- making reports and recommendations to colleagues
- accessing specialist assistance.

Conditions of employment may relate to:

- salary or wages
- penalty rates
- holiday and leave entitlements
- superannuation
- hours of work
- grievance procedures.

RANGE STATEMENT

Formal industrial relations procedures may include:

- grievance procedures
- dispute resolution procedures
- mediation
- conciliation
- arbitration.

Relevant parties to be included in consultation processes must be appropriate to the industry sector and include:

- staff
- unions
- employer groups
- boards of management
- government authorities.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Human Resource Management

SITXHRM009A Provide mentoring support to business colleagues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to act as a business mentor to other individuals in the industry or workplace.

Application of the Unit

Application of the unit Mentoring may apply to any area of business or professional endeavour and those involved in the mentoring process may work within the same or different organisations.

Providing mentoring support requires the application of highly developed communication and critical thinking skills combined with wide-ranging business skills in the relevant industry context. A good knowledge of the role of mentoring, mentoring protocols, and the ways in which mentoring can be used for maximum benefit, is also required.

By its nature, this role is only undertaken by individuals with significant workplace and business experience.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish a relationship with the person being mentored.	1.1 Use effective communication styles to develop trust, confidence and rapport. 1.2 Make agreements on how the mentoring relationship will be conducted, including the amount of time involved for both parties, confidentiality of information and the scope of issues to be covered. 1.3 Discuss and clarify <i>expectations and goals</i>.
2 Offer mentoring	2.1 Assist the person being mentored to identify and evaluate

ELEMENT	PERFORMANCE CRITERIA
support.	options to achieve agreed goals.
	2.2 Share appropriate personal experiences and knowledge with the person to assist in progress towards agreed goals.
	2.3 Encourage the person to make decisions and take responsibility for the courses of action or solutions under consideration.
	2.4 Provide supportive advice and assistance in a manner that allows the person to retain responsibility for achievement of his or her own goals.
	2.5 Recognise and openly discuss <i>changes in the mentoring relationship</i> .
	2.6 Make adjustments to the relationship to take account of the needs of both parties.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication skills to develop and maintain a positive, open and mutually supportive mentoring relationship
- critical thinking skills to evaluate and generate complex ideas and concepts
- literacy skills to interpret a wide range of complex documentation.

The following knowledge must be assessed as part of this unit:

- understanding of mentoring, its role and potential benefits
- protocols associated with a mentoring relationship, including appropriate boundaries
- typical issues and problems that might occur at given points in a mentoring relationship
- extensive knowledge and experience of the area of business in which the person being mentored operates.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- understanding of the role and benefits of mentoring in business
- extensive experience and knowledge of the context in which the person being mentored is operating
- ability to use workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- application of effective communication styles to develop the mentoring relationship
- demonstration of skills over a period of time where the candidate provides mentoring support for a less experienced colleague.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to demonstrate appropriate communication and mentoring skills.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of reports detailing mentoring activities undertaken by the candidate, taking account of confidentiality issues
- interview with the person being mentored to evaluate the mentor's skills
- oral or written questions to assess knowledge of the key concepts of mentoring
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Expectations and goals for mentoring may include:

- acquisition of specific business skills
- progress with overall business development
- individual professional and personal development.

Changes in the mentoring relationship may include:

- inability of one party to continue participation
- identification of a need for assistance from others with different skills
- achievement of goals and decision to conclude the relationship
- changes in the dynamic of the relationship.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field Human Resource Management

SITXMPR001A Coordinate production of brochures and marketing materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the development of brochures and other marketing materials. It requires the ability to source information to be included; obtain production quotations; develop or outsource copy; and design, check and approve final content.

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

Application of the Unit

Application of the unit

This unit describes a complex sales and marketing skill for those working within the service industries and applies to the full range of industry sectors and environments.

Brochures and marketing materials can be devised to promote any product, service or event; a group of products being cooperatively marketed; or even a whole city, region or tourist precinct.

This unit does not include all the skills of a professional graphic designer or copywriter. Rather it reflects the more general skills needed by a large range of service industry personnel involved in sales and marketing activities.

Frontline sales and marketing personnel who operate with some level of autonomy or under limited supervision and guidance from others would be responsible for coordinating the production of brochures and marketing materials. Managers and owner-operators of small businesses would also undertake this activity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1 Plan the production of brochures and marketing materials.	1.1 Plan for the production of brochures and marketing materials according to organisation objectives, marketing focus and other issues that impact on the production process. 1.2 Consider factors in the planning of brochures. 1.3 Create detailed action plans for the production process, including timelines, responsibilities and budget.
2 Produce information for inclusion.	2.1 Produce or obtain from the appropriate source accurate and complete information for inclusion. 2.2 Present information in a clear and easily understood format. 2.3 Present information in a culturally appropriate way.
3 Obtain quotations for artwork and printing as appropriate.	3.1 Provide accurate and complete specifications to quoting organisations within appropriate timeframe. 3.2 Obtain comprehensive quotations with full details of potential variations to cost and conditions that may apply.
4 Develop final copy for brochures and marketing materials.	4.1 Develop copy using basic creative writing techniques or outsource to sell the products presented. 4.2 Produce copy that provides accurate practical and operational details. 4.3 Present all costs accurately with notes about conditions that may apply. 4.4 Present general conditions clearly and accurately according to organisation policy. 4.5 Check all copy for accuracy prior to submission to internal or external art house or printers.
5 Coordinate the print production of brochures and marketing materials.	5.1 Liaise with production house or responsible staff members in a manner that permits accurate monitoring of production schedule. 5.2 Check and correct all production work as required. 5.3 Re-check and gain approval of appropriate authority only

ELEMENT**PERFORMANCE CRITERIA**

when totally accurate.

5.4 Approve artwork according to organisation guidelines prior to commencement of printing.

5.5 Obtain and deliver brochures and marketing materials on schedule and establish contingency plans to allow for situations where timelines may be exceeded.

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- high-level literacy skills to create copy or check quality of outsourced copy, to interpret quotations and conditions and to proofread all contents of draft materials
- high-level verbal and written communication skills to explain complex requirements and specifications
- high-level numeracy skills to calculate costs and quantities of materials to be produced, sizing of layouts and components, and total size of final materials.

The following knowledge must be assessed as part of this unit:

- in-depth understanding of the objectives of the material and knowledge of the market for which material is required
- general awareness of potential of material for use on websites
- print production processes and terminology, including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections and transparencies
- printing and industry conventions in relation to placement of information, page numbering and copyright information
- quality indicators in brochure production, including readability, photographic quality, effective use of colour and spacing requirements
- current production technology
- creative writing techniques used for the content of brochures and other marketing materials
- procedures and requirements for preparation and proofing of material
- broad understanding of copyright laws and restrictions that apply to the inclusion of certain materials and content within brochures and other marketing materials

REQUIRED SKILLS AND KNOWLEDGE

- procedures for copyright clearance of restricted materials.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- coordination of all elements of development and production process for brochures and marketing material
- ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors
- knowledge and understanding of current production processes and terminology and copyright restrictions
- production of brochures and marketing materials within typical workplace time constraints that meet determined deadlines.

Context of and specific resources for assessment

Assessment must ensure:

- that the candidate has accessed a fully equipped office environment using appropriate computers, printers, communication technology, information and software programs to facilitate the processes involved in coordinating the production of brochures and marketing materials
- access to an operation for which brochures and marketing materials would be developed, or access to comprehensive and sufficient information about that operation to allow the candidate to fully coordinate the production of actual brochures and marketing materials to meet a specified market need for a commercially realistic operation
- access to technology and materials for the production of brochures and marketing materials

EVIDENCE GUIDE

- interaction with suppliers such as graphic designers, print production organisations and copywriters.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to coordinate the production of brochures and marketing materials. The following examples are appropriate for this unit:

- evaluation of brochures or other marketing materials produced by the candidate
- written and oral questioning or interview to test knowledge of brochure coordination and production processes, copyright laws and clearance procedures
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXMGT006A Establish and conduct business relationships
- SITXMPR004A Coordinate marketing activities.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the

RANGE STATEMENT

performance criteria is detailed below.

Brochures and marketing materials may include:

- product brochures
- destinational guides
- promotional flyers and leaflets
- conference programs and registration forms
- event prospectus
- display materials
- product support manuals
- advertising materials
- direct mail pieces
- invitations.

Factors that must be considered in the planning of brochures are:

- objectives of the material
- market for which material is required
- review of competitive materials
- style and size of material
- accessibility issues, such as the need to provide materials in alternative formats
- time parameters
- available budget
- in-house production capabilities
- internal and external distribution considerations
- availability of required information
- legal requirements or restrictions.

Information for inclusion may be:

- supplier information
- photos
- maps
- tariff details
- special offers or incentives
- advertisements
- sponsor messages
- logos.

Accurate and complete specifications must include:

- size
- number of colours
- type of paper

RANGE STATEMENT

- number of photographs
- layout and style of text
- total number required
- conditions of contract
- production and delivery deadlines.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Marketing and Public Relations

SITXMPR005A Develop and manage marketing strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and manage marketing strategies, including developing a marketing plan. The actual conduct of activities that generally takes place within the framework of marketing plans is covered in various other units such as SITXMPR001A Coordinate production of brochures and marketing materials, and SITXMPR004A Coordinate marketing activities.

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

Application of the Unit

Application of the unit

This unit applies to individuals operating in a management capacity who are responsible for developing marketing strategies and plans. This may include managers whose primary role is marketing related or those for whom marketing is a part of the overall job responsibility.

Marketing strategies could be developed for a specific new or existing product or service, a small or medium-sized business organisation, a destination or a specific project, such as an event.

Units and qualifications for marketing specialists are found in the Business Services Training Package.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Collect and analyse information on the internal business environment.	1.1 Identify and confirm core activities, customer base, business values and current business direction. 1.2 Identify and analyse <i>information</i> on current and past marketing and its effectiveness. 1.3 Review performance information from all areas of the

ELEMENT	PERFORMANCE CRITERIA
	business to identify strengths, weaknesses and critical success factors.
	1.4 Identify and record current capabilities and resources , including the need for specialist assistance.
	1.5 Identify any under-performing products and services and analyse and report on reasons for under-performance.
	1.6 Record and report information according to organisation requirements.
2 Collect and analyse information on the external business environment.	2.1 Identify and analyse information on expected market growth or decline with associated risk factors.
	2.2 Record and analyse projected changes in the labour force, population and economic activity.
	2.3 Gather and analyse comparative market information .
	2.4 Identify and analyse industry and customer trends and developments , including emerging issues and technology.
	2.5 Identify and analyse legal, ethical and environmental constraints of the market and potential business impacts.
	2.6 Record and report information according to organisation requirements.
3 Develop marketing strategies.	3.1 Identify and analyse specific opportunities based on internal and external market analysis.
	3.2 Develop marketing strategies that are consistent with direction, values and business plans of the organisation.
	3.3 Ensure marketing strategies meet legal and ethical constraints .
	3.4 Develop strategies in consultation with key stakeholders.
4 Prepare marketing plan.	4.1 Formulate marketing plan to clearly communicate all priorities, responsibilities, timelines and budgets.
	4.2 Provide timely opportunities for colleagues to contribute to marketing plan.
	4.3 Submit marketing plan for approval where appropriate

ELEMENT**PERFORMANCE CRITERIA**

according to organisation policy.

5	Implement and monitor marketing activities.	5.1	Implement and monitor activities detailed in the plan in a cost-efficient manner and according to schedule and contingencies.
		5.2	Produce marketing reports according to organisation policy.
		5.3	Share information on marketing activities with operational staff to maintain awareness of current organisation focus.
6	Conduct ongoing evaluation.	6.1	Evaluate marketing activities using agreed methods and benchmarks.
		6.2	Make adjustments according to evaluation.
		6.3	Communicate and implement agreed changes promptly.

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- research and analytical skills to analyse internal and external business environments
- planning and organisational skills to implement the marketing plan
- literacy skills to analyse a wide range of complex market and business information from varied sources
- numeracy skills to develop marketing resource strategies and scenarios.

The following knowledge must be assessed as part of this unit:

- data collection tools and research methodologies of particular relevance to marketing
- marketing planning techniques and formats
- internal and external issues that impact on market planning in a given industry context
- in-depth knowledge of industry marketing and distribution networks in the relevant context

REQUIRED SKILLS AND KNOWLEDGE

- legal issues that impact on marketing activities including Trade Practices and Fair Trading legislation.

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to develop a marketing strategy and plan for a specific tourism or hospitality product, service or organisation that identify current and relevant industry organisation marketing issues and include a detailed, realistic implementation program
- knowledge and understanding of specific implementation and monitoring issues
- project or work activities conducted over a period of time to allow the candidate to develop and implement a marketing strategy for a given product or service
- development and implementation of a marketing strategy that targets and involves individuals or businesses with a genuine interest or potential in purchasing the product or service.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of stakeholders in the planning process
- involvement of customers to whom products and services are marketed.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of the marketing aspects of a project conducted by the candidate, either alone or in

EVIDENCE GUIDE

- conjunction with industry
- evaluation of reports prepared by the candidate detailing marketing plans and results achieved
- case studies to assess application of marketing planning to different industry situations and contexts
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

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 in the performance criteria is detailed below.

Sources of information may include:

- peers
- internet
- official statistics
- government agencies
- industry associations
- business advisory services
- financial institutions
- industry publications.

RANGE STATEMENT

Capabilities and resources may include:

- human resources
- financial resources
- equipment capacity
- staff skill levels
- hours of operation
- communication capabilities
- location and position
- e-business capacity.

Comparative market information may include:

- best practice information
- benchmarking
- competitor information.

Trends and developments may be:

- economic
- ecological and environmental
- government activities
- social and cultural
- demographic
- technological
- industrial.

Legal and ethical constraints may include:

- legislation
- regulations
- codes of practice
- cultural expectations and influences
- social responsibilities, such as protection of children and environmental protection.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field Marketing and Public Relations

SRXEVT007B Manage spectators at an event or program

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit deals with the skills and knowledge required to develop and implement a risk management plan and a plan for the admittance, seating and dispersal of crowds of spectators; and develop procedures for managing spectators at an event in an emergency.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit deals with the skills and knowledge required to develop and implement a risk management plan and a plan for the admittance, seating and dispersal of crowds of spectators; and develop procedures for managing spectators at an event in an emergency.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Develop and implement a plan to minimise the risks associated with crowds of spectators at a complex event or program	1.1 Identify legal constraints and requirements in relation to managing spectators at an event or program 1.2 Identify risks associated with crowds of spectators and assess for their impact and planning 1.3 Identify risks associated with the venue and assess for their impact on planning 1.4 Identify the capacities of the venue and facilities and document implications on planning 1.5 Set and document a maximum limit on the number of spectators to be admitted in accordance with identified risks and venue capacities 1.6 Inspect spectator facilities to ensure they comply with legal requirements 1.7 Undertake any necessary work to ensure compliance 1.8 Develop and implement a plan that minimises the identified risks associated with the venue and crowds of spectators, and complies with legal constraints and requirements
2 Develop and implement a plan for the management of crowds of spectators at a complex program	2.1 Estimate the expected number of spectators based on past attendances at events or programs of the same or similar nature 2.2 Identify and document the number and positions of viewing sites, exits, and aisles 2.3 Identify and document the number of people required for managing spectators 2.4 Restrict access to event or program participant and performance areas 2.5 Develop and implement a plan for the management of the estimated number of spectators

3	Develop procedures for managing spectators in an emergency at a complex event or program	2.6 Ensure the plan complies with the risk management plan for the program 3.1 Maintain safety equipment according to manufacturers' specifications 3.2 Inspect safety equipment regularly to ensure it complies with legal requirements 3.3 Identify and document the safety needs of special populations in an emergency 3.4 Develop and document procedures for managing spectators in an emergency 3.5 Implement practice drills with event or program personnel and record in a log

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of the factors influencing the development of a risk management plan for the management of spectators at an event or program in the work environment

Assessment of performance should be over a number of events/programs covering the prescribed number of categories from the Range Statements

In particular, assessment must confirm the ability to

ensure the risk management plan identifies all the risks associated with the event or

program, puts steps in place to minimise the identified risks and complies with all legal and organisational requirements

ensure enough personnel are on hand to effectively manage the expected number of spectators

ensure personnel, procedures and equipment are in place to effectively deal with an emergency

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SRXRIK002A Manage an organisation's risk

SRXEMR002A Coordinate emergency response

SRXEVT002B Organise meeting/event and provide on-site meeting/event management services

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRXEVT005B Manage special events

Required knowledge and skills

Required knowledge

Comprehensive knowledge of typical event/program management systems

Issues and problems relating to overall event/program management

Organisation's policy and procedures for the management of events/programs

Occupational Health and Safety (OH&S) and risk management procedures for coordination of events/programs

Knowledge of typical technical requirements for events/programs

Public relations knowledge for servicing of

clients/guests/delegate/speakers

Occupational Health and Safety (OH&S)
legislation

Relevant insurances for the staging of an
event/program

Required skills

Organisational skills in terms of event
planning

Analysis skills to assess risks associated with
the staging of events/programs

Use of technology and equipment for
coordination of events/programs in order to
assess systems

Referral skills to identify to whom to refer
questionable safety aspects of the staging of
the event/program

Research skills to seek information on the
legal requirements associated with the
event/program

Problem solving skills in order to advise
coordinator of the event of the most
appropriate course of action in an emergency

Literacy skills to clarify information on
procedures and systems for the management
of events

Organisational skills in terms of
events/programs planning

Use of technology and equipment for
coordination of events/programs

Resource implications

Physical resources - assessment of this
competency requires access to

a real event or program in order to develop
and implement a risk management plan

Human resources - assessment of this unit of
competency will require human resources
consistent with those outlined in the
Assessment Guidelines. That is, assessors (or
persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Due to issues such as dealing with different venues with differing layouts, this unit of competency must be assessed over a number of events/programs in order to ensure consistency of performance over the Range Statements and contexts applicable to managing spectators at an event

Context for assessment

This unit of competency must be assessed in the context of a sport or recreation event/program with a range of real clients. For valid and reliable assessment the sport or recreation event/program should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPET ENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

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

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing

**and
organising
information -**

Collecting
information
on the
venue and
the event

**Communic
ating ideas
and
information -**

Briefing
staff
members
on the
emergencie
s
procedures
to be
adopted

**Planning
and
organising
activities -**

Planning
evacuation
routes in
the event of
an
emergency

**Working
with teams
and others**

- Working
with venue
staff to
develop
policies

**Using
mathemati
cal ideas
and
techniques**

-

Estimating
anticipated
numbers of
spectators
at an event

**Solving
problems -**

Dealing
with a first
aid
emergency
at a venue

**Using
technology**

- Using a
fire
extinguisher in the
event of
fire at the
venue

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competencies.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

Emergency

CATEGORIES

[four categories]

	fire
	earthquake
	bombing
	chemical leak or spill
	riot
	illegal entry
	alcohol
	drugs
	medical emergency
	equipment failure
	stage failure or collapse
Event or program	[two categories]
	festivals
	sport events
	competitions
	community events
	functions
	conferences
	holiday programs
	celebrations
	arts events
	performances
	complex event or program
	long lead time - more than three months
	large organising team or group - more than three people
	several events within the overall event of program
	participant and/or audience origin varied
	complex organisational structure
Facilities	[two categories]
	stadiums
	arenas

	sports grounds
	grandstands
	gymnasiums
	halls
	theatres
	kitchens
	restaurants
	bathrooms/dressing rooms
	swimming pools
Legal requirements	[all categories]
	fire egress
	Occupational Health and Safety (OH&S)
	Risk Management
	First aid
	insurances
	public liability
	professional indemnity
	resource management
Management	[all relevant categories]
	ticketing
	admission
	ushering
	seating
	crowd control
	security
	first aid
	catering
	toilet facilities
Procedures	[all categories]
	crowd control
	evacuation
	special populations

Risks

first aid

[all categories]

includes but not limited to

overcrowding

crowd stress

mob behaviour

protection of participants

protection of performers

traffic flows

areas of congestion

emergency access of services

Venues

[two categories]

outdoor environments

open spaces

aquatic environments

parks

streets

indoor facilities

gymnasiums

Unit Sector(s)

Not applicable.

SRXFAC003B Implement facility maintenance programs

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to implement a maintenance program for a sport and recreation facility and to contribute to the development of the facility maintenance program.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills to implement a maintenance program for a sport and recreation facility and to contribute to the development of the facility maintenance program.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Contribute to the development of a maintenance program	1.1 Ensure that maintenance program protects health and safety of facility users 1.2 Demonstrate that program accounts for short, medium and long term maintenance requirements of the facility 1.3 Schedule maintenance activities to minimise disruption to facility users 1.4 Integrate maintenance program with asset acquisition and disposal plans 1.5 Demonstrate that maintenance plan protects function and value of asset 1.6 Consider alternative maintenance methods and use to maintain cost effective program
2 Implement a maintenance program	2.1 Maintain facility function without interruption where possible 2.2 Maintain safety for facility users at all times in accordance with organisation and legislative requirements 2.3 Carry out routine maintenance within scheduled timeframes and budgets 2.4 Respond promptly to requests for maintenance assistance 2.5 Report recommendations which contribute to the increased efficiency of maintenance to the responsible person
3 Respond to failed or unsafe equipment	3.1 Erect clear and noticeable warning signs around equipment which is in the process of being repaired 3.2 Carry out the assessment of failed or unsafe equipment in accordance with requirements 3.3 Perform repairs within the learner's designated

responsibility and ensure manufacturer's recommendations and standards are complied with

- 3.4 Withdraw (immediately) from use of unsafe **equipment** which cannot be effectively repaired within one's own area of responsibility in the **work environment**
 - 3.5 Record **equipment** that is seen to have failed and reported promptly to the responsible person
 - 3.6 Complete (promptly, accurately and correctly) reports on repair work which has been undertaken
 - 3.7 Follow **guidelines** and codes of practice correctly at all times
- 4 **Inspect, clean and maintain facilities**
 - 4.1 Carry out regular inspections to identify potential hazards/problems in the work area according to workplace procedures and standards
 - 4.2 Clean and maintain areas and amenities to required standards in accordance with Occupational Health and Safety (OH&S) legislation
 - 4.3 Store and handle chemicals safely according to directions, Occupational Health and Safety (OH&S), health regulations and organisation policy
 - 4.4 Dispose of **wastes** and dangerous chemicals in accordance with Occupational Health and Safety, health regulations and organisation policy
- 5 **Monitor necessary supplies and records**
 - 5.1 Check **supplies/stock** regularly for quantity, quality and expiry date
 - 5.2 Maintain determined optimum supply/stock levels to ensure constant productivity
 - 5.3 Undertake **purchase, receipt, storage and issue** of supplies in accordance with organisation procedures
 - 5.4 Reconcile supply/stock levels with paperwork and rectify or report any discrepancies to nominated person within designated timelines
 - 5.5 Update **records** in an accurate manner to ensure confidentiality and security of information and

- keep records for the necessary period
- 5.6 Dispose of expired or damaged **supplies/stock** according to Occupational Health and Safety (OH&S) legislation and organisation regulations
- 6 **Monitor function and value of assets**
- 6.1 Obtain research and feedback from facility users on effectiveness of maintenance program
- 6.2 Check condition of **asset** regularly against criteria that ensure retention of function and value
- 6.3 Respond to identified problems promptly in accordance with organisation procedures
- 6.4 Value **supplies/stock** using the nominated valuation method (if required)

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of maintaining equipment and facilities in the work environment as well as contributing to the development of a maintenance program

Assessment of performance should be over a period of time covering all categories of facility maintenance from the Range Statements that are applicable in the learners environment

Assessment must confirm the ability to apply this knowledge and appropriate techniques to schedule and implement short and long term

maintenance programs for facilities and equipment
respond appropriately to equipment failures
implement maintenance program within budget, scheduled timeframes and without inconveniencing clients
inspect the cleanliness and safety of facilities to ensure their compliance with standards
maintain supplies/stock levels to ensure the smooth running of the organisation within area of responsibility
maintain accurate records and deal with discrepancies
account for supplies/stock

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SRXFAC001B Maintain equipment for activities

SRXFAC002B Maintain sport and recreational facilities

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Nil

Required knowledge and skills

Required knowledge
Equipment operation
Chemical and hazardous substances
Ordering procedures
Occupational Health and Safety (OH&S), Health and other regulations
Garden machinery operation, eg, whipper snipper, lawn mowers, and basic gardening techniques

Standard of cleaning required

Types of supplies available and necessary, eg, Occupational Health and Safety (OH&S) regulations/first aid

Current procedures for disposal of hazardous materials, eg, syringes, chemicals

Purchasing and receipting procedures within the organisation

Activity-specific related knowledge

Principles of supply and demand

Required skills

Time management

Servicing and repairing equipment

Communication/interpersonal skills

Identifying hazards/unclean area/pollution

Maintenance activities

Using cleaning materials

Gardening

Operation of gardening equipment

Cleaning techniques

Monitoring supplies

Ordering supplies

Writing orders/requests

Checking expiry dates

Organising

Disposal of dangerous materials

Resource implications

Physical resources - assessment of this unit of competency requires access to

a real work environment with maintenance requirements

a comprehensive range of general equipment and supplies

associated resources and information on equipment, safety regulations etc

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Due to issues such as variations to the demands of a work environment, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to developing and implementing a facility maintenance schedule

Context for assessment

For valid and reliable assessment this unit of competency must be assessed in the context of a real work environment in sport, outdoor recreation or community recreation sectors

Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPET

ENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	1	2	1	2	1	1

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

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

**Collecting,
analysing
and
organising
informatio
n -**

Collecting
and
analysing a
range of
information
related to
overall
functioning
of a facility

**Communic
ating ideas
and
informatio
n -**

Informing
colleagues
and clients
about any
changes to
the function
of the
facility due
to
maintenanc
e schedules
or safety
requirement
s

**Planning
and
organising
activities -**

Planning
and
implementi
ng a range
of
maintenanc
e schedules
and
activities

**Working
with teams
and others**

- Planning
and
communica
ting with
others
participatin
g in the
maintenanc
e activities

**Using
mathemati
cal ideas
and
techniques**

-
Calculating
existing
levels of
stock and
estimating
future
needs

**Solving
problems -**

Ensuring
optimal
functioning
of the
facility by
minimising
disruption
due to
things such
as
equipment
failure

**Using
technology**

- Using up
to date
equipment
in the
implementa
tion of

maintenance
activities

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competencies.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and help facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Asset

[all categories]
types may include
facility
program
human resources

function
value

Equipment

[all categories]
large items of equipment
small items of equipment
simple equipment
complex equipment
equipment with significant health and safety

Facility

implications
[all categories]
may include
buildings
single
multi purpose
built environment
non-built environment
plant, eg, fixtures, infrastructure,
superstructure

Facility users

[all categories]
types
clients
supporters
sponsors
members
volunteers
teams
clubs
resource owners/managers

Guidelines

[all categories]
written safety operating standards

Legislation and Industry codes

[all categories]
may include
Occupational Health and Safety (OH&S)
building codes and regulations
fire regulations
health act
industrial relations
environment legislation
Equal Employment Opportunity

Maintenance

anti-discrimination legislation

local government regulations

Australian Taxation

Office (ATO) regulations

[all categories]

objects of maintenance may include

capital items

fittings and fixtures

equipment

premises

plant

motor vehicles

environment

short, medium, long term plans

budget

Maintenance activities

[all categories]

asset valuation and assessment

routine property maintenance, for example,

lawn mowing and edging

maintaining stocks and supplies, for
example,

office requirements

maintenance and minor repairs to

equipment

facility/building

surroundings/grounds

Purchase, receipt, storage and issue

[all categories]

documents may include

purchase requisitions

purchase orders

	delivery dockets
	invoices
	credit notes
	inventory cards
Records	[all categories]
	may include
	paper-based
	electronic
	organisation accounting system
Supplies/stock	[all categories]
	types that may include
	first aid
	chemicals for pool
	office supplies, eg, stationery
	hygiene and sanitary supplies
	cleaning supplies, eg, detergent, wax
	equipment for activity-specific areas
	monitor and assess
	record
Wastes	[all categories]
	types that may include
	blood
	bandages
	chemicals
	sanitary bins
	garbage
	sharps
	safe disposal
	safe handling
Work environment	[all categories]

varies with respect to
size of the organisation
location
organisational structure
nature of services provided
availability of resources, eg, human,
financial, physical

Unit Sector(s)

Not applicable.

SRXHRM001B Manage volunteers

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to recruit and retain volunteers.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to recruit and retain volunteers.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

1 Research and document needs for volunteer involvement	1.1 Identify requirements of the organisation's human resource plan and financial plan to ensure consistency
	1.2 Assess and document benefits to the organisation and volunteers deriving from their involvement in the human resource plan
2 Undertake volunteer recruitment	2.1 Define the purpose and role of volunteers in an appropriate position description
	2.2 Identify and incorporate volunteer rewards into the recruitment program
	2.3 Communicate/delegate responsibility for volunteer coordination to relevant parties in the workplace environment
	2.4 Identify target areas from which volunteers might be recruited
	2.5 Provide opportunities for potential volunteers to experience work roles in sport and recreation industry sectors prior to commitment
3 Maximise volunteer retention	3.1 Ensure the human resource plan reflects the organisation's policy of developing a climate of recognition and support for volunteers
	3.2 Identify and incorporate individual requirements of volunteers into work role design
	3.3 Arrange suitable induction and training for volunteers on an ongoing basis to ensure work roles, volunteer activities , responsibilities and rights are clearly understood
4 Ensure a positive experience for volunteers	4.1 Hold Counselling and reviews of work roles regularly with volunteers and areas of concern identified for further action
	4.2 Identify and incorporate social and other motivations of volunteers in work design programs

Required Skills and Knowledge

Not applicable.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of managing volunteers in the work environment

Assessment of performance should be over a period of time covering one category from the industry sector and all other categories of all the Range Statements that are applicable in the learner's environment

Assessment must confirm the ability to apply this knowledge and appropriate techniques to

ensure the organisation's human resources plan and financial plan incorporate the requirements of the organisation's volunteers

ensure sufficient volunteers are recruited and maintained to fulfil all functions identified as a volunteer function

ensure appropriate training is provided to volunteers to maximise their contribution to the organisation

undertake periodical counselling and reviews with volunteers and incorporate identified areas of concern in future planning processes

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

BSBMGT605A Provide leadership across the organisation

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment,

this unit may be assessed in conjunction with the following unit(s)

BSBHR402A Recruit and select personnel

Required knowledge and skills

Required knowledge

Recruitment methods and training processes

Organisation's policy and procedures for developing job descriptions

Organisation's strategic planning processes

Work supervision

Team facilitation

Insurance and relevant policies

Organisational systems, policy and procedures for industrial awards and agreements

Equal Employment Opportunity legislation

Occupational Health and Safety legislation

Required skills

Communication - written and verbal

Team and human resource management

Counselling/mentoring

Resource implications

Physical resources - Assessment of this unit of competency requires access to

A real work environment in which volunteers play a vital role

Associated resources and information relevant to the work environment

Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through

provision of evidence of professional activity in the relevant area

have attained the National Competency Standards for Assessment: BSZ 401A, BSZ 402A and BSZ 403A

Consistency in performance

Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the learner's work environment

Context of assessment

This unit of competency must be assessed in the context of a sport or recreation activity with the participation of volunteers. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Key competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	-

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

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information -

Collecting and evaluating information

on
organisatio
nal needs
and
matching
volunteers
to meet
needs

**Communic
ating ideas
and
informatio
n -**

Communic
ating
information
both shared
and in a
confidential
context
with
colleagues
and
volunteers

**Planning
and
organising
activities -**

Planning
and
organising
the
recruitment
and training
of
volunteers

**Working
with teams
and others**

- Managing
the training
of
volunteers
and
collaboratin
g with
others as to

progress

**Using
mathematical ideas
and
techniques**

- Not
applicable

**Solving
problems -**
Resolving
difficulties
experienced
by
volunteers

**Using
technology**
- Not
applicable

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competencies.

Range Statement

RANGE STATEMENTS

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

Industry sector

CATEGORIES

[one category]

sport

	fitness outdoor recreation community recreation
Position description	[all categories] elements, including required knowledge skills and attributes responsibilities accountability commitment rewards reimbursement of costs uniform
Relevant legislation and industry codes	[all categories] may include but are not limited to Occupational Health and Safety consumer affairs equal opportunity company code organisation articles of association professional association regulations codes and guidelines
Role of volunteers	[all categories] identify roles, including coach fundraiser instructor judge umpire referee administrator organiser leader

catering
team support
management of events
projects
finance
administration of facilities
administration of equipment/uniforms
assist with marketing/promotions
technical assistance
maintenance
run events
supervision of children
activity leaders
transport

Social and other motivations

[all categories]
factors impacting on motivation, including:
socialisation
enjoyment
loyalty
desire to do something different
support of family members and/or friends
meet new people
break from routine
sense of involvement
learn new skills
increased self esteem
pathway to employment
travel
acknowledgment
status

Target areas

[all categories]
may include but are not limited to
past and present membership

	family
	friends
	local community and community groups
	volunteer agencies
	unemployed people
	service organisations
Volunteer activities	[all categories]
	types, including
	events
	fixtures
	supporting
	classes
	training
	administration
	controlling
	coaching
	officiating
	safety
	mentoring
Volunteer rewards	[all categories]
	outcomes in terms of rewards, including
	free admittance to
	games/competitions/events
	free/discounted merchandise
	meet new people
	break from routine
	sense of involvement
	learn new skills
	increased self esteem
	pathway to employment
Work environment	[all categories]
	varies with respect to
	size of organisation

type of organisation

location

complexity

product/service range

Unit Sector(s)

Not applicable.

TAAASS301B Contribute to assessment

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to contribute to the assessment process.

Application of the Unit

This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidates demonstration of competence. It involves the collection, examination, documentation and presentation of quality evidence which contributes to the assessment decision against the relevant competency standard.

This competency is performed under the following conditions:

the necessary assessment tools and assessment resources to guide the evidence collection process have been provided

any adjustments to tools are determined by the qualified assessor, as defined by the Australian Quality Training Framework (AQTF) and the assessor requirements of the relevant Training Package.

the qualified assessor provides guidance and supervision.

Achievement of this unit requires competency in observation skills, effective communication and interpersonal skills and applied knowledge of the principles of assessment and the rules of evidence.

The competency specified in this unit is typically required by an individual who may have technical/vocational expertise and/or may have a supervisory or mentoring/ coaching work role, and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

It may have application in a range of circumstances including:

where the organisation uses a team assessment approach

in rural/remote areas where access to qualified assessors may be limited (and where assessor guidance can be provided by technology)

as part of the assessment arrangements for collecting evidence over a period of time and in a range of contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

Element	Performance Criteria
1 Clarify role and responsibilities in the assessment process	1.1 Purpose of assessment is discussed and confirmed with relevant people using appropriate communications and interpersonal skills 1.2 Benchmark/s for assessment are discussed and confirmed with qualified assessor 1.3 The assessment plan is accessed, read and clarified with qualified assessor 1.4 Specific responsibilities in gathering evidence and types of evidence to be gathered are discussed and agreed with qualified assessor
2 Confirm organisational arrangements for evidence gathering	2.1 Nominated assessment methods and assessment tools to be used in collecting evidence are clarified with the qualified assessor to ensure the instruments to collect evidence and the procedures to be followed are clear 2.2 The assessment context including candidate's characteristics and any need for reasonable adjustments are discussed and confirmed with relevant people

- 2.3 **Resource requirements** are confirmed and arranged in consultation with relevant people
 - 2.4 Documentation setting out relevant assessment system policies and procedures, legal/organisational/ethical requirements and any other relevant advice on assessment is accessed and confirmed with relevant people
- 3 **Collect evidence in accordance with the assessment plan**
 - 3.1 The assessment process is explained to the candidate, including the different responsibilities of the parties involved, and any candidate issues/concerns are referred to the qualified assessor prior to undertaking assessment activities
 - 3.2 Assessment tools are used to gather quality evidence using appropriate communication and interpersonal skills with the candidate and other relevant people
 - 3.3 Evidence is collected within available time and resources, in accordance with organisational/legal/ethical requirements
 - 3.4 Evidence gathering assessment activities are reviewed against the **principles of assessment** and collected evidence is examined to determine whether it meets the **rules of evidence**
 - 3.5 **Limitations and issues** in collecting quality evidence are identified and assistance is sought from qualified assessor/s, where required
- 4 **Record and report findings**
 - 4.1 Evidence is documented and recorded in accordance with assessment system policies and procedures
 - 4.2 Evidence is organised in a format suitable for analysis and provided to the qualified assessor in accordance with assessment system policies and procedures
 - 4.3 Feedback is actively sought from the qualified assessor on whether the evidence gathering activities meet the principles of assessment and the collected evidence meets the rules of evidence
 - 4.4 Areas for improvement in collecting evidence are documented for future assessment activities

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

To demonstrate competence against this unit, candidates must be able to provide evidence that they have gathered appropriate and relevant assessment evidence using a variety of assessment methods and employing existing assessment tools in accordance with an assessment plan.

This evidence must show the methods used to collect evidence; completed evidence gathering tools; how evidence was collated in a suitable format for assessment; how the selected tools were used to collect evidence; and how organisational procedures regarding evidence collection, recording and reporting were followed.

Evidence Requirements

Required knowledge includes:

what is competency-based assessment, including criterion referenced, competency standards as the benchmarks for assessment, competency-based reporting

the principles of assessment, being validity, reliability, fairness and flexibility

the rules of quality evidence, in that evidence must be valid, authentic, sufficient and current

the different purposes of assessment

the diversity of assessment contexts

what is evidence and different types of evidence

how evidence is gathered - what are assessment methods and different types of methods

what is an assessment tool

what is an assessment plan

practical knowledge of the potential barriers and processes relating to evidence gathering procedures and assessment processes

the organisational assessment system policies and procedures relevant to this unit of competency

technical/subject area being assessed

cultural sensitivity and equity considerations

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

licensing requirements

recording information and confidentiality requirements

equal employment opportunity, disability, discrimination

OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:

hazard identification and risk control measures

requirements for reporting hazards and incidents

emergency procedures

procedures for use of relevant personal protective equipment

safe use of relevant equipment

sources of OHS information

role of key workplace personnel

responsibilities of learners and employees

Required skills and attributes include:

observation skills to observe candidate performance

cognitive and interpretation skills to:

ensure collection of valid and reliable

evidence

identify gaps/issues in evidence collection

confirm appropriate assessment tools and methods to be used

organisation skills to:

use required resources

carry out the evidence collection

time management skills

to schedule assessment events/activities

work with candidate on suitable times

using assessment methods and tools

literacy skills to:

read and interpret relevant information

prepare required documentation and collate evidence in required format

communication skills to:

discuss evidence gathering processes with practitioners

discuss evidence gathering processes with candidate/s

establish a working relationship with assessor and candidate/s

provide constructive and supportive feedback

ask appropriate questions to clarify and confirm instructions for evidence gathering

provide clear and concrete options and/or advice

attributes including:

willingness to contribute positively to the assessment process

capacity to encourage, accept and use feedback

Products that could be used as evidence include:

capacity to work sensitively and ethically when gathering information

completed assessment tools/templates/checklists

documentation/records of the evidence gathered

feedback from the candidate, qualified assessor, supervisor

Processes that could be used as evidence include:

how benchmarks and other documents were interpreted, and why

how evidence gathering activities were scheduled

how the rules of evidence were used to collect and review evidence, and why

Resource implications for assessment include:

access to qualified assessor

access to candidates for assessment purposes

access to supervisor or other relevant people

access to benchmarks and other assessment documentation

assessment materials and tools

workplace documentation

support for candidate's specific requirements

time considerations

The collection of quality evidence requires that:

assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated

Specific evidence requirements must include:

by further learning and practice

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

a minimum of three evidence gathering activities, carried out with different candidate/s in each activity

the examination of gathered evidence in complying with the rules of evidence

a summary of evidence findings using business technology

feedback sought from others involved in the assessment process

Integrated assessment means that:

this unit can be assessed alone or with **TAADEL301C Provide training through instruction and demonstration of work skills.**

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.

Assessment process is:

the series of steps in the assessment cycle

Purpose of assessment may be:

recognise current existing competency of candidate/s

determine if competency has been achieved following learning

establish candidate/s progress towards achievement of competence

determine language, literacy, numeracy

	needs of candidates/s
	certify competence through a Statement of Attainment
	establish progress towards a qualification
	determine training gaps of candidate/s
	measure work performance
	classify employees/support career progression
	meet organisational requirements for work - operate equipment/develop new skills
	licensing or regulatory requirements
Relevant people must include:	qualified assessor/s candidate/s
Relevant people may include:	managers supervisors technical/subject experts training coordinators industry regulators employee and employer representatives
Appropriate communication and interpersonal skills may include:	engaging in two-way interaction providing constructive feedback using active listening using appropriate questioning to clarify and confirm instructions for evidence gathering accurately interpreting non-verbal and verbal messages providing clear advice using language that the candidate uses and which is appropriate to the assessment context and work encompassed by the competency standards using language and concepts appropriate to cultural and background of the candidate
Benchmark/s for assessment refers to:	the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment

An **assessment plan** is the overall planning document for the assessment process, may include:

criteria of course curricula, performance specifications, product specifications

the purpose and aims of the assessment

the context of assessment

relevant benchmark/s for assessment to be used as the benchmarks for assessment

other assessment information/documentation identified as relevant

identified personnel

identified assessment methods and assessment tools

possibilities for clustering units of competency for assessment purposes

identified OHS hazards, including assessed risks and control strategies

material and/or physical resources required

organisational arrangements for conducting assessment

OHS reporting requirements

any special assessment needs, e.g. personal protective equipment requirements

outline of assessment milestones, time lines and target dates

candidate self-assessment procedures

connections to relevant organisational plans, policies and procedures

Evidence is:

information/materials/products which support a candidate's claim of demonstrated competency

Types of evidence may be:

direct e.g. observation of work activities under real/simulated work conditions, examples of work products

indirect, e.g. third party reports from a range of sources

supplementary e.g. question and answer, work records, training records, portfolios

candidate gathered evidence

	assessor gathered evidence current/recent/historical combination of above
Assessment methods are the particular techniques used to gather different types of evidence and may include:	conducting real work/real time activities (for example, direct observation and third party reports) carrying out structured activities (for example, simulation exercises, demonstration and activity sheets) questioning (for example, computer, oral and written questions) collecting portfolios/evidence compiled by the candidate obtaining historical evidence regarding prior learning
Assessment tools contain:	the instruments to be used for gathering evidence such as: a profile of acceptable performance measures templates/proformas specific questions or activities evidence/observation checklists checklists for the evaluation of work samples candidate self-assessment materials
	the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment condition
Assessment context may include:	the environment in which the assessment will be carried out opportunities for collecting evidence in a number of situations the purpose of the assessment who carries out the assessment relationship between units of competency and candidate's workplace auspicing and partnership arrangements

period of time that assessment takes place
apportionment of costs/fees
quality assurance mechanisms
privacy and confidentiality approaches

Candidate's characteristics may include:

level of work experience
level and experiences of previous learning and assessment
motivation for assessment - personal and/or organisational
English language, literacy and/or numeracy levels/needs
physical impairment or disability involving hearing, vision, voice, mobility
intellectual impairment or disability
medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
differences in learning progress
religious and spiritual observances
cultural background images/perceptions
age
gender

Reasonable adjustments may include:

taking into account candidate's language, literacy, numeracy requirements
providing of personal support services (for example: reader, interpreter, attendant carer, scribe)
using of adaptive technology or special equipment
flexible assessment sessions to allow for fatigue or administering of medication
format of assessment materials (for example, in Braille, first language, use of audiotape/videotape)
making adjustments to the physical environment
revising of proposed assessment

	methods/tools
	considering age and gender
	considering cultural beliefs, traditional practices and religious observances
	arranging for a member of the community to accompany the candidate
Resource requirements may include:	resources specific to evidence gathering activities
	access to assessors
	access to policy and procedures
	access to subject/technical experts
	OHS requirements
	plant, equipment, technology
Assessment system policies and procedures may include:	candidate selection
	rational and purpose of competency-based assessment
	assessment records/data management/information management
	recognition of current competency/recognition of prior learning/credit arrangements
	assessors - needs, qualifications, maintaining currency
	assessment reporting procedures
	assessment appeals
	candidate grievances/complaints
	validation
	evaluation/internal audit
	costs/resourcing
	access and equity/reasonable adjustment
	partnership arrangements
	links with human resource or industrial relations systems
	links with overall quality management system

Legal/organisational/ethical requirements may include:

assessment system policies and procedures
assessment strategy requirements
quality assurance systems
reporting, recording and retrieval systems for assessment
business and performance plans
access and equity policies and procedures
collaborative/partnership arrangements
defined resource parameters
mutual recognition arrangements
industrial relations systems and processes, awards/enterprise agreements
Australian Quality Training Framework (AQTF) standards on assessment
registration scope
human resources policies/procedures
legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
relevant industry codes of practice
confidentiality and privacy requirements
OHS considerations, including:
ensuring OHS requirements are adhered to during the assessment process
identifying and reporting OHS hazards and concerns to relevant personnel

Relevant advice on assessment may include:

guidance on the principles of assessment and how they are applied
information on the rules of evidence and how these are applied
assessment materials (for example, guidelines and evidence gathering workbooks)
information from Training Package Assessment Guidelines
AQTF standards relating to assessment

OHS standards/guidelines
advice/information from other assessors
course guidelines and parameters
candidate self-assessments
individual unit or integrated approaches to
competency assessment

Principles of assessment are:

validity
reliability
flexibility
fairness

To meet the **rules of evidence**, evidence
must be:

valid, for example:
address the elements and Performance
Criteria
reflect the skills and knowledge described in
the relevant units of competency
show application in the context described in
the Range Statement
demonstrate that performance, skills and
knowledge are applied in real/simulated
workplace situations

current, for example:
demonstrate the candidate's current skills and
knowledge
comply with current standards

sufficient, for example:
demonstrate competence over a period of
time
demonstrate repeatable competence
not inflate the language, literacy and
numeracy requirements beyond those
required in performing the work
task/function

authentic, for example:

Limitations and issues may relate to:

be the work of the candidate

be corroborated/verified

relationship between main job and responsibilities in evidence gathering activities

ability to meet the candidate's needs

access to candidate and/or relevant people

levels of understanding of organisation's quality processes

own level of vocational competence

own understanding of competency-based assessment

need to meet legal responsibilities

risk management and OHS issues which impact on the capacity to collect evidence

confirmation of relevant unpaid or volunteer experience

examples of work products

simulation activities

projects/assignments

Unit Sector(s)

Not applicable.

Competency Field

Assessment

TAAASS401C Plan and organise assessment

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

Application of the Unit

This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It includes assessments carried out as part of a Recognition of Prior Learning Process (RPL) or as part of a learning and assessment pathway.

The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.

This competence applies to planning and organising an assessment process, including RPL which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency.

The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.

This competence is to be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s, including RPL against individual unit/s of competency.

The competence of developing an assessment strategy is separately addressed in two other units of the **TAA04 Training and Assessment Training Package: TAADES501B Design and develop learning strategies** (in a learning and assessment pathway) and **TAAASS501B Lead and co-ordinate assessment systems and services** (in an assessment only pathway).

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). **TAADES401B Use Training Packages to meet client needs** addresses this skill in depth.

The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment, including RPL

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

Element	Performance Criteria
1 Determine approach for assessment	1.1 Candidate/s are identified/confirmed and the purpose/s and context of assessment/ RPL are established/ confirmed with relevant people in accordance with legal/organisational/ethical requirements 1.2 A decision is made whether assessment will be undertaken within an RPL, a learning and assessment pathway or a combined approach 1.3 The assessment strategy is accessed and used to guide the development of the assessment plan, where applicable 1.4 The benchmarks for assessment/ RPL are identified/confirmed and accessed
2 Prepare the assessment/	2.1 The assessment benchmarks are interpreted to determine the evidence and types of evidence

- RPL plan**
- needed to demonstrate competency in accordance with the **rules of evidence**
- 2.2 Where competency standards are used as benchmarks, **all component parts of the competency standards**, are addressed in defining and documenting the evidence to be collected
- 2.3 Any **related documentation** to support planning the assessment process is accessed and interpreted
- 2.4 **Assessment/RPL methods** and **assessment tools** are **selected/confirmed** which address the evidence to be collected in accordance with the **principles of assessment**
- 2.5 Specific **material and physical resources** required to collect evidence are identified and documented
- 2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented
- 2.7 Timelines and time periods for evidence collection are determined and all information to be included in the **assessment plan** is documented
- 2.8 The assessment/RPL plan is confirmed with **relevant personnel**
- 3 **Contextualise and review assessment/ RPL plan**
- 3.1 **Characteristics of the candidate/s** and any allowances for **reasonable adjustments and/or specific needs** are identified/clarified with relevant people and documented
- 3.2 Where required, competency standards are **contextualised**, to reflect the operating environment in which assessment will occur, in accordance with **contextualisation guidelines**
- 3.3 Selected assessment methods and assessment tools are examined and adjusted, where required, to ensure continuing applicability taking into account: any contextualisation of competency standards
reasonable adjustment/s, where identified
integration of assessment activities, where appropriate and practical

capacity to support **recognition of prior learning**

- 3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed
 - 3.5 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment
 - 3.6 Assessment plan/s are stored and retrieved in accordance with **assessment system policies and procedures** and legal/organisational/ethical requirements
- 4 **Organise assessment/ RPL arrangements**
- 4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements
 - 4.2 Any **specialist support** required for assessment/ RPL is organised and arranged in accordance with organisational/ethical/legal requirements, where required
 - 4.3 Roles and responsibilities of all people involved in the assessment/ RPL process are organised
 - 4.4 Effective **communication strategies** are established to encourage regular communication flow and feedback with relevant people involved in the assessment/RPL process
 - 4.5 Assessment/ RPL record keeping and reporting arrangements are confirmed

Required Skills and Knowledge

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

Required skills

cognitive interpretation skills to:

accurately interpret competency standards and other assessment documentation

identify opportunities for integrated competency assessment

contextualise competency standards to the operating assessment environment, including RPL

sort information

observation skills to:

assess the effectiveness of the organisation's assessment, including RPL operations

identify where improvement to the assessment process can be made

identify where improvement to RPL policy and procedures can be made

technology skills to:

use appropriate equipment and software to communicate effectively with others

research and evaluation skills to:

obtain competency standards and other assessment information, assessment tools and other relevant assessment resources

research candidate characteristics and any reasonable adjustment needs

identify and confirm required material and physical resources

evaluate feedback, and determine and implement improvements to processes

make recommendations

planning skills relating to formulation of the assessment plan

organisational skills relating to organising resources required

literacy skills to:

read and interpret relevant information to design and facilitate assessment and recognition processes

prepare required documentation and information for those involved in assessment processes

communication skills to:

discuss assessment, including RPL processes with clients and assessors

establish professional relationships and networks

sensitivity to access and equity considerations and candidate diversity

capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process

Required knowledge

competency-based assessment: work focused, criterion referenced, standards-based, evidence-based

the different purposes of assessment and different assessment contexts, including RPL.

how to read and interpret the identified competency standards as the benchmarks for

assessment

how to contextualise competency standards within relevant guidelines

the four principles of assessment and how they guide the assessment process

what is evidence and different types of evidence used in competency-based assessments, including RPL

the four rules of evidence and how they guide evidence collection

different types of assessment methods, including suitability for collecting various types of evidence

assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities

different resource requirements for assessment and associated costs

where to source other relevant assessment information and how to incorporate this into the plan

the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards

sources and types of specialist support to candidates

methodologies suitable for reviewing assessment tools

the assessment system policies and procedures established by the industry and/or organisation

the RPL policies and procedures established by the organisation

risks and requirements associated with different assessment applications in various contexts, including:

capacities of assessors at higher AQF levels

when linked to licensing

legal implications of assessing competence

the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards

other relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

copyright and privacy laws in terms of electronic technology

security of information

plagiarism

licensing requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

OHS responsibilities associated with planning and organising assessment, such as:

hazards commonly found, and preferred risk controls for the specific assessment environment

OHS procedures to be observed in the assessment process

safe use and maintenance of relevant equipment

sources of OHS information

Evidence Guide

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

To demonstrate competence against this unit, candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements

Products that could be used as evidence include:

assessment plans

modified/adjusted assessment tools to allow for specific needs

contextualised competency standards

documentation of consultations with clients and other stakeholders regarding the

Processes that could be used as evidence include:

assessment purpose and context

how competency standards and other documents were interpreted

how assessment activities were scheduled

how RPL is incorporated in the assessment process

how resources were identified and obtained

how communication systems were used to include relevant stakeholders in the planning process

how assistance was sought from individuals providing specialist support

Resource implications for assessment include:

access to relevant Training Package/s

access to assessment materials and tools

access to other relevant assessment information

access to suitable assessment venue/equipment

access to RPL policy and procedures

workplace documentation

cost/time considerations

personnel requirements

The collection of quality evidence requires that:

assessment must address the scope of this unit and assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency, including RPL.

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and

Specific evidence requirements must include:

assessment pathway these must be separated by further learning and practice

evidence collected must relate to at least one RPL assessment

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrate

evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:

address the provision of documented assessment plans

cover a range of assessment events

cater for a number of candidates

relate to different competency standards or accredited curricula

address an RPL assessment

involve the contextualisation of competency standards and the selected assessment tools, where required

incorporate consideration of reasonable adjustment strategies

include organisational arrangements

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAAASS402C Assess competence

TAAASS403B Develop assessment tools

TAAASS404B Participate in assessment validation

TAADES401B Use Training Packages to meet client needs

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.

Purpose/s of assessment may include:

- recognising current existing competence of candidate/s
- determining if competence has been achieved following learning
- establishing candidate/s progress towards achievement of competence
- determining language, literacy, numeracy needs of candidates/s
- certifying competence through a Statement of Attainment
- establishing progress towards a qualification
- determining training gaps of candidate/s
- measuring work performance
- classifying employees/support career progression
- meeting organisational requirements for work - operate equipment/develop new skills
- licensing or regulatory requirements

Context of assessment/ RPL may include:

- part of the enrolment process
- the environment in which the assessment/RPL will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- relationships between competency standards and evidence to support recognition of prior learning
- who carries out the assessment/RPL
- relationships between competency standards and work activities in the candidate's workplace

	relationships between competency standards and learning activities
	auspicing and partnership arrangements
	the period of time during which the assessment takes place
	apportionment of costs/fees, if applicable
	quality assurance mechanisms
Relevant people must include:	the candidate/s
	the assessor/s responsible for conducting the assessment/RPL, which may be self or other assessors
Relevant people may include:	the client, company or organisation
	team leaders, managers, supervisors
	delivery personnel
	technical/subject experts
	training and assessment coordinators
	RPL coordinators
	industry regulators
	employee and employer representatives
	members of professional associations
	Commonwealth department
	official/Centrelink personnel/caseworker
	Australian Apprenticeship Centre (AAC) personnel
Legal/organisational/ethical requirements may include:	assessment system policies and procedures
	assessment strategy requirements
	reporting, recording and retrieval systems for assessment, including RPL
	quality assurance systems
	business and performance plans
	access and equity policies and procedures
	collaborative/partnership arrangements
	defined resource parameters
	mutual recognition arrangements
	industrial relations systems and processes,

awards/enterprise agreements
 Australian Quality Training Framework (AQTF2007)
 registration scope
 human resources policies/procedures
 legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
 relevant industry codes of practice
 confidentiality and privacy requirements
 OHS considerations, including:
 ensuring OHS requirements are adhered to during the assessment process
 identifying and reporting OHS hazards and concerns to relevant personnel

The **assessment strategy** is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document. The assessment strategy may encompass:

the identification of the competency standards forming the qualification and interpretation of the packaging rules of the qualification, where part of a Training Package
 interpretation of the competency standards as the benchmarks for assessment
 application of Training Package Assessment Guidelines, where part of a Training Package
 arrangements for RPL, including provision of guidance and assistance to candidates in gathering and evaluating evidence
 determination of assessment methods for identified competency standards
 selection of assessment tools for identified competency standards
 organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant)
 nominated quality assurance mechanisms
 identified risk management strategies

Benchmark/s for assessment/ RPL refers

the criterion against which the candidate is assessed or prior learning recognised which,

to:	may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
Evidence is:	material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement
Types of evidence may include:	direct, e.g. observation of work activities under real/simulated work conditions, examples of work products indirect, e.g. third party reports from a range of sources supplementary, e.g. question and answer, work records, training records, portfolios candidate gathered evidence assessor gathered evidence current/recent/historical combination of above
The rules of evidence guide the evidence collection process to ensure evidence is:	valid, for example: address the elements and Performance Criteria reflect the skills and knowledge described in the relevant unit/s of competency show application in the context described in the Range Statement demonstrate performance skills and knowledge are applied in real/simulated workplace situations current, for example: demonstrate the candidate's current skills and knowledge comply with current standards sufficient, for example: demonstrate competence over a period of time

All component parts of the competency standards refers to:

demonstrate repeatable competence
not inflate the language, literacy and numeracy requirements beyond those required in performing the work task

authentic, for example:
be the work of the candidate
be corroborated/verified

Elements
Performance Criteria
Employability Skills
Range Statement including advice on:
range of contexts/conditions to be met in assessment
aspects of the Performance Criteria that can be contextualised
information which adds definition to support assessment
links to knowledge and skills
underpinning language, literacy and numeracy requirements

Evidence Guide requirements, including:
underpinning/required knowledge
underpinning/required skills and attributes
underpinning language, literacy and numeracy requirements
critical aspects of evidence to be considered/quality evidence requirements
concurrent assessment and interdependence of units
assessment methods/resources/context

dimensions of competency, which include:
task skills
task management skills

contingency management skills

job role/environment skills

requirements set out in the Assessment
Guidelines of the relevant Training
Package/s

Related documentation may include:

information from the competency standards
about the resources required for assessment,
the assessment context, appropriate
assessment methods

assessment activities identified in accredited
modules derived from the relevant
competency standards

assessment activities in Support Materials
related to the relevant competency standards

RPL policy and procedures

any requirements of OHS, legislation, codes
of practice, standards and guidelines

indicators and levels of competence of the
National Reporting System

organisational requirements for
demonstration of work performance

product specifications

direct observation, for example:

real work/real time activities at the
workplace

work activities in a simulated workplace
environment

Assessment/ RPL methods are the particular
techniques used to gather different types of
evidence and may include:

structured assessment activities, for example:

simulation exercises/role-plays

projects

assignments

presentations

activity sheets

questioning, for example:

written questions, e.g. on a computer
interviews
self-assessment
verbal questioning questionnaires
oral/written examinations (for higher AQF levels)

portfolios, for example:
collections of work samples by the candidate
product with supporting documentation
historical evidence
journal/log book
information about life experience

review of products, for example:
products as a result of a project
work samples/products

third party feedback, for example:
testimonials/reports from
employers/supervisors
evidence of training
authenticated prior achievements
interview with employer, supervisor, peers

the instruments developed from the selected
assessment methods to be used for gathering
evidence such as:
a profile of acceptable performance measures
templates/proformas
specific questions or activities
evidence/observation checklists
checklists for the evaluation of work samples
candidate self-assessment materials

Assessment tools contain:	the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions
Selected/confirmed means:	selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context confirmed in accordance with the assessment strategy, where appropriate
Principles of assessment are:	fairness flexibility reliability validity
Material and physical resources may include:	documents required for the assessors and candidates, including competency standards and assessment tools plant and equipment technology personal protective equipment venues for assessment adaptive technologies physical adjustments to assessment environment
Assessment plan is the overall planning document for the assessment process and may include:	the purpose and aims of the assessment the context of assessment/RPL relevant competency standards to be used as the benchmarks for assessment/RPL other assessment information/documentation identified as relevant identified personnel identified assessment methods and assessment tools possibilities for clustering units of competency for assessment purposes identified OHS hazards, including assessed risks and control strategies

material and/or physical resources required
organisational arrangements for conducting
assessment/RPL

OHS reporting requirements

any special assessment needs, e.g. personal
protective equipment requirements

outline of assessment milestones, time lines
and target dates

candidate self-assessment procedures

connections to relevant organisational plans,
policies and procedures

Relevant personnel may include:

self in such contexts as one-person/small
training and/or assessment organisation

lead assessor

training and/or assessment
supervisor/coordinator

training and/or assessment manager

Characteristics of the candidate/s may
include:

level of work experience

level and experiences of previous learning
and assessment

motivation for assessment -
personal/organisational

English language, literacy and/or numeracy
levels/needs

physical impairment or disability involving
hearing, vision, voice, mobility

intellectual impairment or disability

medical condition such as arthritis, epilepsy,
diabetes, asthma that is not obvious but may
impact on assessment

differences in learning progress

psychiatric or psychological disability

religious and spiritual observances

cultural background images/perceptions

age

gender

Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:

adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements

provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance

use of adaptive technology or special equipment

flexible assessment sessions to allow for fatigue or administering of medication

format of assessment materials, for example, in braille, first language, use of audiotape/ videotape

adjustments to the physical environment or venue

revising proposed assessment methods/tools

considerations relating to age and/or gender,

considerations relating to cultural beliefs, traditional practices, religious observances

Contextualised means:

to change the wording of some component parts of the competency standard to reflect the immediate operating environment

Contextualisation guidelines relate to:

DEST Guidelines on Training Package Contextualisation

relevant Training Package contextualisation guidelines

Recognition of prior learning is defined as:

an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to and/or partial or total completion of a qualification

Assessment system policies and procedures may include:

candidate selection

rationale and purpose of competency-based assessment

assessment records/data

management/information management

recognition of current

competency/recognition of prior learning/credit arrangements
assessors - needs, qualifications, maintaining currency
assessment reporting procedures
assessment appeals
candidate grievances/complaints
validation
evaluation/internal audit
costs/resourcing
access and equity/reasonable adjustment
partnership arrangements
links with human resource or industrial relations systems
links with overall quality management system

Specialist support may include:

assistance by third party - carer, interpreter
development of online assessment activities
support for remote or isolated candidates and/or assessors
support from subject matter or safety experts
advice from regulatory authorities
assessment teams/panels
support from lead assessors
advice from policy development experts

Communication strategies may include:

interviews (face-to-face or telephone)
email, memos and correspondence
meetings
video conferencing/e-based learning
focus groups
email, memos and correspondence
meetings
video conferencing/e-based learning
focus groups

Unit Sector(s)

Not applicable.

Competency Field

Assessment

TAAASS402C Assess competence

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to assess the competence of a candidate.

Application of the Unit

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment for recognition of prior learning (RPL) or as part of a learning and assessment pathway.

The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). **TAADES401B Use Training Packages to meet client needs** addresses this skill in depth.

This unit does not address the development of an assessment/RPL plan or organisation of required resources for assessment/RPL, which is addressed in **TAAASS401C Plan and organise assessment**.

The competence specified in this unit is typically required by assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

Element	Performance Criteria
1 Establish and maintain the assessment environment	1.1 The assessment/ RPL plan is interpreted and assessment system policies and procedures and organisational/ legal/ethical requirements for conducting assessment are confirmed with relevant people 1.2 The relevant benchmarks for assessment/ RPL and nominated assessment tools are accessed and interpreted to confirm the evidence to be collected and how it is to be collected 1.3 Details of the assessment/ RPL plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, reasonable adjustment, re-assessment and appeals 1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant
2 Gather quality evidence	2.1 The assessment/ RPL plan is followed to guide the conduct of assessment and assessment methods and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence 2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence 2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel

- 2.4 Opportunities for integrated assessment activities/ RPL are identified and assessment tools are modified, where required
- 2.5 Identified assessment/ RPL system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed
- 3 **Support the candidate**
 - 3.1 Candidates are **guided** in gathering their own evidence to support **recognition of prior learning**
 - 3.2 Appropriate **communication** and **interpersonal skills** are used to develop a professional relationship with the candidate which reflects sensitivity to **individual differences** and enables two-way **feedback**
 - 3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics
 - 3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence
 - 3.5 **Specialist support** is accessed, where required, in accordance with the assessment plan
 - 3.6 Any occupational health and safety (OHS) risk to person or equipment is **addressed** immediately
- 4 **Make the assessment decision**
 - 4.1 **Limitations** in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people
 - 4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:
 - encompasses **all component parts of the competency standards** and the dimensions of competency (where competency standards are the benchmarks for assessment/ RPL)
 - addresses other **related documentation**
 - complies with the rules of evidence
 - 4.3 **Judgement** is used to infer whether competence has been demonstrated, based on the available

evidence

- 4.4 Relevant assessment, including RPL, system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision
- 4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up **action plan** is developed, where required
- 5 **Record and report the assessment decision**
 - 5.1 Assessment/ RPL outcomes are recorded promptly and accurately in accordance with assessment/ RPL system policies and procedures and organisational/legal/ethical requirements
 - 5.2 An **assessment report** is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
 - 5.3 **Recommendations** for follow up action are submitted to relevant people, where required
 - 5.4 **Other relevant parties** are informed of the assessment decision where required, and in accordance with confidentiality conventions
- 6 **Review the assessment process**
 - 6.1 The assessment/ RPL process is reviewed against **criteria in consultation** with relevant people to improve and modify future assessment practice
 - 6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/legal/ethical requirements
 - 6.3 Reflection skills are used to review and self-evaluate assessment practice

Required Skills and Knowledge

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

Required skills

analysis and interpretation skills to:

unpack competency standards

interpret assessment tools and other assessment information, including those used in RPL

identify candidate needs

make judgements based on assessing available evidence

observation skills to:

recognise candidate prior learning

determine candidate readiness for assessment

observe candidate performance

identify when candidate may need assistance throughout the assessment processes

research and evaluation skills to:

access required human and material resources for assessment

access assessment system policies and procedures

access RPL policies and procedures

evaluate evidence

evaluate the assessment process

cognitive skills to:

weigh up the evidence and make a judgement

consider and recommend reasonable adjustments

decision making skills to:

recognise a candidate's prior learning

make a decision on a candidate's competence

literacy skills to:

read and interpret relevant information to conduct assessment

prepare required documentation and records/reports of assessment outcomes in required format

communications/interpersonal skills to:

explain the assessment, including RPL process to the candidate

give clear and precise instructions

ask effective questions

provide clarification

discuss process with other relevant people

give appropriate feedback to the candidate
discuss assessment outcome with the candidate
using language appropriate to the candidate and assessment environment
establish a working relationship with the candidate
attributes including:
a willingness to guide and support candidates
capacity to encourage, accept and utilise feedback
sensitivity to individual difference and need
ethical conduct in assessment

Required knowledge

competency-based assessment covering:
vocational education and training as a competency-based system
assessment is criterion referenced/distinction to norm referenced assessment
criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
reporting of competency-based assessment
competency standards as the basis of qualifications
the principles of competency-based assessment
the structure and application of competency standards
what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)
the range of assessment purposes and assessment contexts, including RPL
different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs
what are reasonable adjustments/when are they applicable/not applicable
basic evaluation methodologies suitable for reviewing personal assessment practice
types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessments, including RPL
practical knowledge of the potential barriers and processes relating to assessment tools and methods
the assessment system and assessment policies and procedures established by the industry, organisation or training authority
the RPL policies and procedures established by the organisation

cultural sensitivity and equity considerations

relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

copyright and privacy laws in terms of electronic technology

security of information

plagiarism

Training Packages/competency standards

licensing requirements

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

OHS responsibilities associated with assessing competence such as:

requirements for reporting hazards and incidents

emergency procedures and procedures for use of relevant personal protective equipment

safe use and maintenance of relevant equipment

sources of OHS information

Evidence Guide

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

To demonstrate competence against this unit, candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate's needs were met; how the

units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

Products that could be used as evidence include:

completed RPL/assessment tools/templates/checklists
documentation of evidence collected and assessment, including RPL decisions
feedback from candidate/assessor/supervisor/RPL coordinator
feedback to candidate with recommendations for future options
completed assessment/RPL records/reports
reviews of assessment practices and recommended changes to future practices

Processes could be used as evidence include:

how competency standards and other documents were interpreted
how assessment activities, including RPL, were scheduled
how the assessment plan was modified to meet candidate needs
how evidence was collated and evaluated against the rules of evidence

Resource implications for assessment include:

access to candidates to be assessed
access to competency standards
access to assessment materials and tools
access to suitable assessment venue/equipment
workplace documentation
access to RPL policies and procedures
access to documentation/records of candidate

to determine specific requirements
cost/time considerations
personnel requirements

The collection of quality evidence requires that:

assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

evidence collected must relate to at least one example of a RPL assessment

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan

at least one candidate must be assessed through an assessment only pathway

at least one candidate must be assessed for RPL

at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach

all must show:

the application of different assessment methods and tools involving a range of assessment activities and events

demonstration of two-way communication and feedback

how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported

completion of assessment records/reports in accordance with assessment system - legal/organisational ethical requirements

how the assessment process was reviewed and the review outcomes documented

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAAASS401C Plan and organise assessment

TAAASS403B Develop assessment tools

TAAASS404B Participate in assessment validation

TAADES401B Use Training Packages to meet client needs.

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.

An **assessment/ RPL plan** is the overall planning document for the assessment process and may include:

the purpose and aims of the assessment, including RPL

the context of assessment

Assessment system policies and procedures may include:

identified personnel
relevant competency standards and other assessment documentation
relationship with RPL policy and procedures
evidence plan
identified assessment methods and assessment tools
possibilities for clustering units of competency for assessment purposes
identified OHS hazards, including assessed risks and control strategies
material/physical resources required
organisational arrangements for conducting assessment
OHS reporting requirements
any special assessment needs, e.g. personal protective equipment requirements
outline of assessment milestones, time lines and target dates
candidate self-assessment procedures
connections to relevant organisational plans, policies and procedures
candidate selection
rational and purpose of competency-based assessment
assessment records/data
management/information management
recognition of prior learning
recognition of credit transfer arrangements
assessors - needs, qualifications, maintaining currency
assessment reporting procedures
assessment appeals
candidate grievances/complaints
validation
evaluation/internal audit

costs/resourcing
access and equity/reasonable adjustment
partnership arrangements
links with human resource or industrial relations systems
links with overall quality management system

Organisational/legal/ethical requirements
may include:

assessment system policies and procedures
Recognition of prior learning policies and procedures
reporting, recording and retrieval systems for assessment
licensing/legal ramifications of assessing competence
requirements of training and/or assessment organisations relating to assessment and validation
quality assurance systems
business and performance plans
collaborative/partnership arrangements
policies, procedures and programs
defined resource parameters
mutual recognition arrangements
industrial relations systems and processes, awards/enterprise agreements
Australian Quality Training Framework (AQTF2007) Essential Standards for Registration
registration scope
human resources policies/procedures
legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
relevant industry codes of practice
confidentiality and privacy requirements of information relating to completed assessments

	OHS considerations, including: - ensuring OHS requirements are adhered to during the assessment process - identifying and reporting OHS hazards and concerns to relevant personnel
Relevant people may include:	- the candidate/s - other assessors - the client, company or organisation - team leaders, managers, supervisors - trainers/facilitators - RTO coordinators - technical/subject experts - training and assessment coordinators - industry regulators - employee and employer representatives - members of professional associations - Commonwealth department official/Centrelink staff/caseworker - Australian Apprenticeship Centre (AAC) personnel
Benchmark/s for assessment/ RPL refers to:	the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:	- the instruments to be used for gathering evidence such as: - a profile of acceptable performance measures - templates/proformas - specific questions or activities - evidence/observation checklists - checklists for the evaluation of work samples - candidate self-assessment materials - the procedures, information and instructions for the assessor/candidate relating to the use

Reasonable adjustment must not compromise the integrity of the competency standard and may include:

of assessment instruments and assessment conditions

adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements

provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance

use of adaptive technology or special equipment

flexible assessment sessions to allow for fatigue or administering of medication

format of assessment materials, for example, in Braille, first language, use of audiotape/videotape

adjustments to the physical environment or venue

revising proposed assessment methods/tools

considerations relating to age and/or gender,

considerations relating to cultural beliefs, traditional practices, religious observances

Assessment methods are the particular techniques used to gather different types of evidence and may include:

direct observation, for example:

real work/real time activities at the workplace

work activities in a simulated workplace environment

structured activities, for example:

simulation exercises/role-plays

projects

presentations

activity sheets

questioning, for example:

written questions, e.g. on a computer

interviews

self-assessment

verbal questioning
questionnaires
oral/written examinations (for higher AQF levels)
portfolios, for example:
collections of work samples by the candidate
product with supporting documentation
historical evidence
journal/log book
information about life experience

review of products, for example:
products as a result of a project
work samples/products

third party feedback, for example:
testimonials/reports from
employers/supervisors
evidence of training
authenticated prior achievements
interview with employer, supervisor, peer

Principles of assessment guide the assessment process and must address:

validity
reliability
flexibility
fairness

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

valid
sufficient
authentic
current

Quality evidence addresses the rules of evidence and must:

encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
reflect the skills, knowledge and attributes defined in the relevant units of competency

show application of the skills in the context described in the Range Statement

demonstrate competence over a period of time

demonstrate repeatable competence

be the work of the candidate

be able to be verified

demonstrate current skills/knowledge of the candidate

not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

Guided means to explain to the candidate:

what is recognition of prior learning

what is assessment

what are assessment tools

how to use these tools

the rules of evidence that must be met by the evidence they provide

Recognition of prior learning is defined as:

an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to and/or partial or total completion of a qualification.

Communication skills may include:

providing constructive and supportive feedback

using active listening

using appropriate questioning to clarify and confirm instructions for evidence gathering

accurately interpreting verbal messages

assisting candidates to paraphrase advice/instructions to the assessor

making clear and concrete presentations of options/advice

Interpersonal skills may include:

accurately interpreting non-verbal messages

	engaging in two-way interaction
	using language appropriate to candidate, assessment context and work performance addressed by competency standards
	using language and concepts appropriate to cultural differences
	using culturally inclusive and sensitive techniques
Individual differences may include:	English language, literacy and numeracy barriers
	physical impairment or disability involving hearing, vision, voice, mobility
	intellectual impairment or disability
	medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment
	learning difficulties
	psychiatric or psychological disability
	religious and spiritual observances
	cultural images/perceptions
	age
	gender
Feedback may include:	ensuring assessment/RPL process is understood
	ensuring candidate concerns are addressed
	enabling question and answer
	confirming outcomes
	identifying further evidence to be provided
	discussing action plans
	confirming gap training needed
	information regarding available appeal processes
	suggesting improvements in evidence gathering and presentation
Specialist support may include:	assistance by third party - carer, interpreter
	support from specialist educator

	development of online assessment activities
	support for remote or isolated candidates and/or assessors
	support from subject matter or safety experts
	advice from regulatory authorities
	assessment teams/panels
	support from lead assessors
	advice from policy development experts
Addressed may include:	stopping the assessment until the OHS risk is rectified
	stopping the assessment until the equipment is fixed or replaced
Limitations may relate to:	job role and responsibilities
	meeting candidate needs
	assessment panels
	training and/or assessment organisation's quality processes
	personal competency level
	organisational, industry and national training requirements
	personal level of knowledge of competency-based assessment
	legal responsibilities
All component parts of the competency standards refers to:	Elements
	Performance Criteria
	Employability Skills
	Range Statement/range of variables, including:
	contextualisation
	link to knowledge and enterprise requirements
	focus of assessment
	underpinning language, literacy and numeracy requirements

Evidence Guide requirements, including:
underpinning/required knowledge
underpinning/required skills and attributes
underpinning language, literacy and numeracy requirements
critical aspects of evidence to be considered/quality evidence requirements
concurrent assessment and interdependence of units
assessment methods/resources/context

dimensions of competency, which include:
task skills
task management skills
contingency management skills
job role/environment skills

Related documentation may include:

Assessment Guidelines of the relevant Training Package/s
the assessment criteria of accredited modules
evidence to be collected as set out in assessment plans
definition and interpretation of evidence in developed assessment tools
RPL policies and procedures
any requirements of OHS, legislation, codes of practice, standards, guidelines
indicators and levels of competence of the National Reporting System
organisational requirements for work performance
product specifications
integrated competency assessment tool

Judgement is a two-step process and means:
the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
the decision made by the assessor, based on the evidence provided and evaluated, on

	whether the candidate is competent/not yet competent
An action plan is required when the decision of not yet competent is recorded and may include:	gap training, further learning additional practice opportunities additional assessment opportunities/evidence gathering opportunities individual facilitation, where relevant referral to specialist support
An assessment report may include:	personal details of candidate details of assessment/s, date, time, venue details of assessor's summary of evidence considered and copies of assessment papers feedback to and from the candidate justification of decision summary of candidate's action plan other critical information including appeals and outcomes sign-off by assessor and candidate electronic/paper reports to funding bodies
Recommendations may include:	recommendations for RPL recommendation to support training and/or assessment in new areas of competency recommendations in the action plan reassessment appeal implications
Other relevant parties may include:	Centrelink personnel Department of Immigration and Multicultural Indigenous Affairs (DIMIA) parties nominated by the candidate parties to be informed because of contractual obligations
Criteria may include:	following the assessment plan confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS

providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills

demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence

demonstrated support and guidance to the candidate throughout the assessment process

using assessment methods and tools appropriately to gather, organise and document evidence

applying reasonable adjustments where required/ appropriate, in consultation with relevant people

providing clear and constructive feedback to the candidate regarding the assessment decision

reviewing range of own decisions for consistency

Consultation may involve:

moderation with other assessors, training and assessment coordinators

discussions with the client, team leaders, managers, RPL Coordinators, supervisors, coaches, mentors

technical/subject experts

English language, literacy and numeracy experts

Unit Sector(s)

Not applicable.

Competency Field

Assessment

TAADEL301C Provide training through instruction and demonstration of work skills

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

Application of the Unit

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures. A range of delivery techniques should be used to enhance the experience for the learner.

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.

The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements.

Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the **TAA04 Training and Assessment Training Package**.

This unit is not equivalent to **TAADEL401B Plan and organise group based delivery** and/or **TAADEL402B Facilitate group based learning** and cannot be assessed in place of either of these units.

This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

Element	Performance Criteria
1 Organise instruction and demonstration	1.1 Information about learner characteristics and their learning needs is gathered 1.2 A safe learning environment is confirmed 1.3 Instruction and demonstration objectives are gathered and checked and assistance is sought if required 1.4 Relevant learning resources and learning materials are accessed and reviewed for suitability and relevance and assistance sought to interpret the contextual application 1.5 Access to necessary equipment or physical resources required for instruction and demonstration is organised 1.6 Learners are engaged in the selection of the delivery techniques to be used 1.7 Learners are notified of details regarding the implementation of the learning program and/or delivery plan

2 **Conduct instruction and demonstration**

- 2.1 **Interpersonal skills** are used to establish a safe and comfortable learning environment
- 2.2 The **learning program** and/or **delivery plan** is followed to ensure all learning objectives are covered
- 2.3 Learners are briefed on any **occupational health and safety (OHS) procedures** and requirements prior to and during training
- 2.4 **Delivery techniques** are used to structure, pace and enhance learning
- 2.5 **Coaching** techniques are applied to assist learning
- 2.6 **Communication skills** are used to provide information, instruct learners and demonstrate relevant work skills
- 2.7 Opportunities for practice are provided during instruction and through work activities
- 2.8 Feedback on learner performance is provided and discussed to support learning

3 **Check training performance**

- 3.1 **Measures** are used to ensure learners are acquiring and can use new technical/generic skills and knowledge
- 3.2 Learner progress and outcomes are monitored in consultation with the learner
- 3.3 The relationship between the trainer/coach and the learner is reviewed and adjusted to suit the needs of the learner

4 **Review personal training performance and finalise documentation**

- 4.1 Personal performance in providing instruction and demonstration is **reflected** upon and strategies for improvement are developed.
- 4.2 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

Required Skills and Knowledge

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

Required skills

verbal and non-verbal communication techniques, for example:

ask relevant and appropriate questions

provide explanations

organise and give demonstrations

use listening skills

provide information clearly

engage, motivate and connect with learners

provide constructive feedback

implement OHS requirements, by acting and responding safely in order to:

identify hazards

conduct pre-start up checks if required

observe and interpret learner behaviour which may put people at risk

time management, for example:

ensure all learning objectives are covered

pace learning

reflection skills in order to:

identify areas for improvement

maintain personal skill development

literacy skills to:

complete and maintain documentation

read and follow learning program/plan

read and analyse learner information

skills to operate audio-visual and technical equipment

interpersonal skills to:

maintain appropriate relationships

establish trust

use appropriate body language

maintain humour

demonstrate tolerance

manage a group

observation skills to:

monitor learner acquisition of new skills/knowledge/competency requirements

assess learner communication and interaction skills with others

identify learner concerns

recognise learner readiness to take on new skills/tasks

recognising and being sensitive to individual difference and diversity, for example:

being sensitive to and valuing culture

acting without bias/discrimination

responding to individuals with particular needs

recognising the importance of religion

using equipment for demonstration

Required knowledge

learner characteristics and needs

content and requirements of the relevant learning program and/or delivery plan

sources and availability of relevant learning resources and learning materials

content of learning resources/learning materials

training techniques which enhance learning and when to use them, e.g. using:

instruction and explanation

questioning

practice

written information

group/pair/team activities

individual activities

coaching skills

demonstration

learning principles (introductory), for example:

learning and experience are connected for meaning

adults need to know why they are learning

adults can self-evaluate

adults learn in different ways

different learning styles, (introductory), for example:

visual

audio

theoretical

activist

reflective

OHS, for example:

roles and responsibilities of key personnel in learning environment

responsibilities of learners learning environment

relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures

hazard identification and risk controls for the specific learning environment

organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience

Context of and specific resources for assessment

Assessment must ensure:

access to an actual workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

assessment must be conducted at different points in time and, in a learning and assessment pathway, these must be separated by further learning and practice

Resources required include:

the necessary materials for instruction/demonstration

access to required technology for instruction/demonstration

developed learning activities

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 and third party workplace reports of on-the-job performance by the candidate

analysis of responses to case studies and scenarios

analysis of responses for identifying processes for checking learning achievement

learner evaluations

analysis of responses for selecting learning techniques

peer evaluations

analysis of responses to the provision of practice opportunities for learners

questioning (oral or written)

analysis of responses to reasons for selecting learning resources and their organisation

review of testimony from team members, colleagues, supervisors or managers

tests of knowledge on sources of workplace diversity

video/observation of a demonstration/instruction

This unit can be assessed alone or as part of an holistic assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package** or any other Training Package. Suggested units include but are not limited to:

TAADEL403B Facilitate individual learning.

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.

Information about learner characteristics may include:

language, literacy and numeracy levels
learning styles
past learning and work experiences
specific needs
workplace culture

Safe learning environment may include:

exit requirements
personal protective equipment, if needed
safe access
use of equipment

Instruction and demonstration objectives may relate to:

competencies to be achieved
generic and/or technical skills and may be:
provided by the organisation
developed by a colleague individual/group
objectives
learning outcomes

Learning resources may be:

CDs and audio tapes
commercially available support materials for Training Packages/courses
competency standards as a learning resource
learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
learning resources produced in languages other than English as appropriate to learner

group and workplace manuals
organisational learning resources
record/log books
references and texts
Training Package noted support materials,
such as:
learner/user guides
trainer/facilitator guides
how to organise training guides
example training programs
specific case studies
professional development materials
assessment materials

videos

Learning materials may include:

handouts for learners
materials sourced from the workplace, e.g.
workplace documentation, operating
procedures, specifications
prepared activity sheets
prepared case studies
prepared presentations and overheads
prepared research tasks
prepared role-plays
prepared scenarios, projects, assignments
prepared task sheets
prepared topic/unit/subject information
sheets
worksheets
workbooks

Delivery techniques may include:

case studies
coaching
demonstrations
discovery activities

explanations
group/pair work
problem solving
providing
opportunities to practise skills
question and answer

Details may include:

location
outcomes of instruction/demonstration
reason for instruction/demonstration
who will be attending
time of instruction/demonstration

The learning program includes:

an overview of the content to be covered in each chunk/segment of the learning program
assessment methods and tools to be used to collect evidence of competency, where assessment is required competencies or other criteria to be achieved
delivery methods for each segment of the learning program
identification of assessment points to measure learner progress
learning resources, learning materials and activities for each chunk/segment of the learning program
number and duration of training sessions/classes required and overall timelines
OHS issues to be addressed in delivery
specific learning outcomes derived from the criteria for each chunk or segment of the learning program

The delivery plan is used by the trainer/facilitator to guide and manage delivery to a group and may include:

content of sessions as specified in the session plans
individual/group learning objectives or outcomes for the segment of the learning program to be addressed
identify delivery techniques to be used to cater for a range of learning styles

learning resources, learning materials and learning activities to be used in sessions
number of learners and their specific support requirements
other resource requirements
OHS considerations, including:
incident or hazard reporting
emergency procedures
timelines/duration of activities within sessions

Interpersonal skills may include:

actively listening
adjusting personal language to suit others' requirements
communicating clearly and effectively
engaging and motivating learners
maintaining appropriate body language
responding to learners appropriately and individually

Occupational health and safety (OHS) procedures may include:

emergency procedures
hazards and their means of control
incident reporting
use of personal protective equipment
safe working practices
safety briefing
site-specific safety rules

Coaching may encompass:

acquisition of specific job skills and knowledge
action learning arrangements
less formal learning arrangements requiring immediate interaction and feedback
on-the-job instruction and 'buddy' systems
relationships targeting enhanced performance
short-term learning arrangements
working on a one-one basis

Communication skills may include:

asking clear and probing questions
communicating with learners in the learning environment and training context
providing constructive feedback
providing explanations
providing information coherently and clearly
using legible writing

Measures to ensure learners are acquiring new skills and knowledge may include:

informal review or discussion
learner surveys
on-the-job observation
peer coaching systems questioning

Personal performance may be reflected upon by:

critical questioning of personal performance
discussions with other trainers/facilitators
learner evaluations
peer assessment or feedback
personal reflection
video recording of session

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

TAATAS502B Prepare a tender bid

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to bid for the provision of goods or services through a tender process.

Application of the Unit

This unit addresses the competency of writing a submission or proposal to supply goods or services required by the purchasing organisation through a tender process. It involves researching, preparing and writing a proposal that outlines the suppliers capabilities to meet the tender specifications.

This competency applies to the supplier in a tendering process. The competency of preparing tender documentation as purchaser and overseeing the tendering process is addressed in the purchasing domain of the Business Services Training Package, in particular through the unit of competency **BSBPUR401A Plan purchasing**. The unit **LGACOM409A Prepare tender documentation** from the Local Government Training Package is also of relevance.

In the training and assessment context the provision of tendered services is a critical area of competency applied to funded and contracted services, projects or product development.

Competency in this unit requires knowledge and skills in interpreting tender specifications; developing appropriate activities and methodologies to meet those specifications; estimating financial, human and physical resources needs; and preparing a detailed submission that demonstrates and markets the capacity and capability of the supplier to achieve the specified tender requirements.

Competency also includes responsibility for formatting and lodging the final submission to the potential client within designated timelines and requires the application of relevant technology and project tools.

A critical outcome of this unit is a demonstrated capacity to translate the tender specifications into a clearly defined methodology which encompasses innovative ideas and to develop a budget as part of the tender submission.

The development of innovative ideas is addressed as a separate unit in **TAAENV404B Develop innovative ideas at work**. Budgetary and financial management competency is covered in **BSBMGT503A Prepare budgets and financial plans**.

The competency of managing a project is addressed in **TAATAS503B Manage contracted work**.

The competency specified in this unit is typically required by trainers/facilitators, teachers, assessors, training product developers, program coordinators, training consultants, training managers and learning development/human resource personnel.

In other industry contexts, this unit is relevant to any person undertaking this area of work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

Element	Performance Criteria
1 Determine tender requirements	1.1 Tender specifications and/or other relevant documentation are obtained and analysed to establish tender requirements 1.2 Viability to undertake required work is assessed against tender specifications and organisational and/or individual operational capacities and capabilities 1.3 Risk assessment is conducted on anticipated outcomes in accordance with organisational and legal requirements

- 1.4 All occupational health and safety (OHS) and other relevant legislative requirements are interpreted and allowed for within the parameters of the tender requirements
- 2 Develop tender content
 - 2.1 Options and ideas to address tender requirements are generated using effective thinking skills and knowledge of tender area
 - 2.2 Options and ideas are elaborated and refined, and where feasible, further developed with **relevant persons**
 - 2.3 Specific timelines, stages, activities and deliverables are defined and documented to meet tender requirements
 - 2.4 Physical and human resources required to undertake the specified tender requirements are determined and confirmed with relevant persons, where required, in accordance with organisational requirements
 - 2.5 Financial costings are determined in accordance with organisational requirements, and a proposed budget is prepared, with assistance from **others**, if required
- 3 Prepare tender bid
 - 3.1 **Business technology** is used to present information in a format that markets capabilities
 - 3.2 Specific **tender criteria and conditions** are addressed in writing tender submission/proposal
 - 3.3 Submission/proposal outlines organisational capabilities
 - 3.4 All information is reviewed to ensure accuracy and effectiveness in meeting tender specifications
 - 3.5 Final proposal/submission is proofread, formatted and lodged within designated timelines, and a copy is securely stored in accordance with organisational requirements
 - 3.6 Presentation materials are prepared and presentation made to client to support the bid, where required

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

To demonstrate competency against this unit candidates must be able to provide evidence of the processes used to develop and prepare a detailed proposal/submission in response to a tender which accurately covers the tender requirements.

This evidence must show how the tender specifications were analysed; assessment of organisational viability and risks associated with tender requirements; a detailed methodology and budget; and a final tender proposal/submission which meets all tender criteria and organisational requirements.

Evidence Requirements

Required knowledge includes:

relevant policy, legislation, codes of practice and national standards including Commonwealth, state/ territory legislation, e.g. that related to:

client privacy and confidentiality

provision of accurate information

environmental standards

equal employment opportunities (EEO) and anti-discrimination

OHS roles and responsibilities of employers and employees, trainers/facilitators and assessors, and of the organisation as a training and/or assessment organisation

industries in which the training and/or assessment organisation operates

types of training and assessment projects

tender layout, format and presentation methods

organisational pricing policy and procedures

contingency and risk assessment techniques

key project success factors and typical project pitfalls

evaluation and revision techniques, such as:

asking specific questions

seeking and analysing feedback

Required skills and attributes include:

literacy and communication skills to:

read and interpret relevant information

comply with tender criteria and conditions

provide clear and precise information

receive and interpret feedback on draft submission

prepare required documentation using clear and comprehensible language and layout

tailor submission to requirements

research and evaluation skills to:

evaluate tender requirements to establish project requirements

evaluate viability to provide services and/or products to undertake the project

determine needs of target client group

conduct a risk assessment on anticipated project outcomes

identify and estimate required resources

evaluate feedback for incorporation in submission

identify selection criteria, weightings and selection process

numeracy skills to:

create a detailed budget

prepare a submission for tender

proofreading and editing skills to:
revise, amend and finalise submission

project planning skills to:
plan and schedule activities
methodically organise work
work within agreed timeframes and
budgetary constraints

technology skills to:
use appropriate equipment and software to
research and compile information
use spreadsheets in the preparation of a
detailed budget

**Products that could be used as evidence
include:**

prepared quotations and estimates
tender proposal/submission
feedback received on tender
proposal/submission
graphic presentations

**Processes that could be used as evidence
include:**

how tender criteria were analysed
how resource requirements were identified
and estimated
how risks were identified and assessed
what costing and quoting methods were used
how relevant policies or legislative
information were reviewed
how feedback on tenders was used to
improve future tenders

**Resource implications for assessment
include:**

access to real or simulated tender process
access to information to prepare tender
(relevant documents, research, organisational
information)
access to people involved in tender process
time specifications

The collection of quality evidence requires

assessment must address the scope of this
unit and reflect all components of the unit i.e.

that:

the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

a detailed tender proposal/submission which addresses:

tender specifications

organisational viability

detailed methodology with identified stages, activities, timelines and deliverables

risk assessment

resource requirements

budget

revision, editing and proofreading following feedback

effective presentation

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAATAS501A Undertake organisational training needs analysis

TAATAS503B Manage contracted work

TAAASS403B Develop assessment tools

TAADES502B Design and develop learning resources

TAADES503B Research and design e-learningresources

TAADES504B Develop and evaluate e-learningresources

TAADES505B Research and develop competencystandards.

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.

Tender specifications may include:

simple or detailed explanation of tender requirements
identification of deliverables
client group needs
designated performance standards
proposed activities to be undertaken
time and cost parameters
scope
quality
human and physical resource needs
legal requirements
consultation, stakeholder involvement
project management
insurance requirements
specific requirements

Viability may include consideration of:

tender criteria and conditions

available resources, equipment and supplies
client group needs
time constraints
other projects
geographical constraints
skills required for the provision of services
financial considerations
compliance with regulations

Risk assessment may include:

identifying risks in isolation or as part of a
broader risk management strategy,
addressing risks such as:
environmental landscape
financial/economic loss/failure
damage to property/equipment
professional incompetency
equipment/system failures
OHS
inability to deliver or meet the timelines if
selected

Organisational requirements may include:

quality assurance and/or procedures manuals
organisational goals, objectives, plans,
systems and processes
organisational policies, procedures and
guidelines
recording and reporting procedures
industry consultative mechanisms
business and performance plans
access and equity principles and practices
confidentiality requirements
ethical standards
collaborative/partnership arrangements
OHS policies, procedures and programs
quality and continuous improvement
processes and standards
defined resource parameters

Legal requirements may include:

Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)

state or territory registering body requirements

industrial relations award and enterprise agreements and relevant industrial arrangements

confidentiality and privacy requirements

relevant legislation from all levels of government that affects business operations

OHS legislation

environmental legislation

equal opportunity legislation

industrial relations legislation

anti-discrimination legislation

relevant industry codes of practice

Relevant persons may include:

tenderer/potential client

target client group

colleagues

managers, supervisors

government agencies

employment agencies

industry groups

training and/or assessment coordinators

industry regulators/licensing authorities

members of professional associations

state/territory registering body

external consultants

Others may include:

accounting/finance personnel

other persons with broader budgetary experience

Business technology may include:

computers

database software applications

graphical presentation software

word processing software

project management software

printers

email, Internet, Intranet

Specific **tender criteria and conditions** may include:

eligibility for submission of tender

special requirements

selection criteria and weightings

tender document format

interview, meeting or presentation of tender

submission date

Unit Sector(s)

Not applicable.

Competency Field

Training Advisory Services

TDDTD1097B Operate a forklift

Modification History

Not applicable.

Unit Descriptor

Field D Load Handling

This unit involves the skills and knowledge required to operate a forklift, including checking forklift condition, driving the forklift to fulfil operational requirements, monitoring site conditions and monitoring and maintaining forklift performance. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory OHS Authority.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements concerning the safe operation of forklifts

Field D Load Handling

This unit involves the skills and knowledge required to operate a forklift, including checking forklift condition, driving the forklift to fulfil operational requirements, monitoring site conditions and monitoring and maintaining forklift performance. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant State/Territory OHS Authority.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory OHS regulatory requirements concerning the safe operation of forklifts

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Check forklift condition	1.1 Condition of forklift is checked for compliance with OHS and workplace requirements for warning devices, manufacturer's specifications and the nature of the load shifting task 1.2 Attachments are checked to ensure appropriate adjustment and operation 1.3 Mirrors and seats are adjusted for safe operation by the driver 1.4 Log books are checked and appropriate workplace documentation is completed in accordance with workplace requirements
2 Drive the forklift	2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturer's instructions 2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage 2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques 2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning 2.5 The forklift is parked, shut down and secured in accordance with manufacturer's specifications, regulations and workplace procedures
3 Operate a forklift to handle loads	3.1 The lifting task to be undertaken is appropriately planned and the correct lifting truck and attachments are selected

	3.2	The load is lifted, carried, lowered and set down in accordance with OHS legislation, manufacturer's specifications and company procedures
4	Monitor site conditions	
	4.1	When selecting the most efficient route, hazards and traffic flow are identified and appropriate adjustments are made
	4.2	Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs
5	Monitor and maintain forklift performance	
	5.1	Performance and efficiency of vehicle operation is monitored during use
	5.2	Defective/irregular performance and malfunctions reported to relevant personnel
	5.3	Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of evidence to be considered

- a. Assessment must confirm appropriate knowledge and skills to:
 - a.1. operate a forklift safely in a workplace environment
 - a.2. handle loads and drive defensively
 - a.3. manage forklift controls, read instruments and adjust engine power to site requirements
 - a.4. locate, interpret and apply relevant information
 - a.5. carry out pre-operational checks on a forklift
 - a.6. work effectively with colleagues
 - a.7. convey information in written and oral form
 - a.8. maintain workplace records
 - a.9. use workplace colloquial and technical language and communication technologies in the workplace context

a.10.meet relevant regulatory requirements

Interdependent assessment of units

a. This unit of competency may be assessed in conjunction with other units that are part of a worker's job function

Required knowledge and skills

a. Knowledge of relevant duty of care requirements pertaining to the operation of a forklift

b. Relevant OHS and environmental procedures and regulations

c. Forklift controls, instruments and indicators and their use

d. Forklift handling procedures

e. Procedures to be followed in the event of an operational emergency

f. Engine power management and safe operating strategies

g. Efficient driving techniques

h. Pre-operational checks carried out on forklift and related action

i. Site layout and obstacles

j. Operating hazards and related defensive driving and hazard control techniques

k. Principles of stress management when driving a forklift

l. Workplace operating procedures

m. Ability to identify points of balance and safe lifting positions on a range of loads when operating a forklift

n. Ability to read instructions, procedures and signage relevant to the operation of a forklift

o. Ability to monitor and anticipate operational hazards and take appropriate action

Resource implications

a. Access is required to opportunities to:

a.1. participate in a range of exercises, case studies and other real or simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate a forklift to carry out a range of load shifting operations in a workplace, and/or

a.2. operate a forklift to shift loads in an appropriate range of operational situations

Consistency in performance

a. Applies underpinning knowledge and skills when:

a.1. operating a forklift safely in workplace environment

a.2. handling loads and driving defensively

a.3. managing forklift controls, reading instruments and adjusting engine power to site requirements

a.4. locating, interpreting and applying relevant information

a.5. carrying out pre-operational checks

- a.6. working effectively with colleagues
- a.7. conveying information in relevant form
- a.8. maintaining workplace records
- b. Shows evidence of application of relevant workplace procedures including:
 - b.1. relevant State/Territory regulations and licence requirements pertaining to forklift operation
 - b.2. OHS policies and procedures
 - b.3. identification of operational hazards and the use of appropriate defensive driving and hazard control techniques
 - b.4. workplace procedures and work instructions (including security and housekeeping procedures)
 - b.5. forklift manufacturer's guidelines and instructions
 - b.6. environmental protection procedures when operating a forklift and carrying out pre-operational checks
- c. Action is taken promptly to report and/or rectify accidents, incidents and any identified faults or malfunctions in accordance with manufacturer's instructions, regulatory requirements and workplace procedures
- d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment

Context for assessment

- a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory forklift licensing authority
- b. Assessment of this unit must be undertaken by a Registered Training Organisation:
 - b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - b.2. Appropriate practical assessment must occur:
 - b.2.1. at the Registered Training Organisation, and/or
 - b.2.2. in an appropriate work situation

Critical aspects of evidence to be considered

- a. Assessment must confirm appropriate knowledge and skills to:
 - a.1. operate a forklift safely in a workplace environment
 - a.2. handle loads and drive defensively
 - a.3. manage forklift controls, read instruments and adjust engine power to site requirements
 - a.4. locate, interpret and apply relevant information
 - a.5. carry out pre-operational checks on a forklift

- a.6. work effectively with colleagues
- a.7. convey information in written and oral form
- a.8. maintain workplace records
- a.9. use workplace colloquial and technical language and communication technologies in the workplace context
- a.10. meet relevant regulatory requirements

Interdependent assessment of units

- a. This unit of competency may be assessed in conjunction with other units that are part of a worker's job function

Required knowledge and skills

- a. Knowledge of relevant duty of care requirements pertaining to the operation of a forklift
- b. Relevant OHS and environmental procedures and regulations
- c. Forklift controls, instruments and indicators and their use
- d. Forklift handling procedures
- e. Procedures to be followed in the event of an operational emergency
- f. Engine power management and safe operating strategies
- g. Efficient driving techniques
- h. Pre-operational checks carried out on forklift and related action
- i. Site layout and obstacles
- j. Operating hazards and related defensive driving and hazard control techniques
- k. Principles of stress management when driving a forklift
- l. Workplace operating procedures
- m. Ability to identify points of balance and safe lifting positions on a range of loads when operating a forklift
- n. Ability to read instructions, procedures and signage relevant to the operation of a forklift
- o. Ability to monitor and anticipate operational hazards and take appropriate action

Resource implications

- a. Access is required to opportunities to:
 - a.1. participate in a range of exercises, case studies and other real or simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate a forklift to carry out a range of load shifting operations in a workplace, and/or
 - a.2. operate a forklift to shift loads in an appropriate range of operational situations

Consistency in performance

- a. Applies underpinning knowledge and skills when:
 - a.1. operating a forklift safely in workplace environment

- a.2. handling loads and driving defensively
- a.3. managing forklift controls, reading instruments and adjusting engine power to site requirements
- a.4. locating, interpreting and applying relevant information
- a.5. carrying out pre-operational checks
- a.6. working effectively with colleagues
- a.7. conveying information in relevant form
- a.8. maintaining workplace records
- b. Shows evidence of application of relevant workplace procedures including:
 - b.1. relevant State/Territory regulations and licence requirements pertaining to forklift operation
 - b.2. OHS policies and procedures
 - b.3. identification of operational hazards and the use of appropriate defensive driving and hazard control techniques
 - b.4. workplace procedures and work instructions (including security and housekeeping procedures)
 - b.5. forklift manufacturer's guidelines and instructions
 - b.6. environmental protection procedures when operating a forklift and carrying out pre-operational checks
- c. Action is taken promptly to report and/or rectify accidents, incidents and any identified faults or malfunctions in accordance with manufacturer's instructions, regulatory requirements and workplace procedures
- d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- e. Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment

Context for assessment

- a. Assessment of competence must comply with the assessment requirements of the relevant State/Territory forklift licensing authority
- b. Assessment of this unit must be undertaken by a Registered Training Organisation:
 - b.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - b.2. Appropriate practical assessment must occur:
 - b.2.1. at the Registered Training Organisation, and/or
 - b.2.2. in an appropriate work situation

Range Statement

General context

- a. Operation of a forklift must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory authority
- b. Operation of a forklift is performed under some supervision, generally within a team environment
- c. Operation of a forklift involves the application of routine equipment operation principles and procedures to maintain the safety and operation of a forklift in a variety of operational contexts

Worksite environment

- a. Types of forklift may include counterbalance trucks, reach trucks and pallet trucks
- b. Operations may be carried out in typical forklift operational situations, including:
 - b.1. operations conducted at day or night
 - b.2. typical weather conditions
 - b.3. on the open road
 - b.4. on a private road or worksite
 - b.5. while at a workplace
- c. Customers may be internal or external
- d. Workplaces may comprise large, medium or small worksites
- e. Work may be conducted in:
 - e.1. restricted spaces
 - e.2. exposed conditions
 - e.3. controlled or open environments
- f. Loads to be shifted may require special precautions
- g. Loads to be shifted may be:
 - g.1. irregularly shaped
 - g.2. packaged or unpackaged
 - g.3. labelled or unlabelled
 - g.4. palletted or unpalletted
- h. Hazards in the work area may include exposure to:
 - h.1. chemicals
 - h.2. dangerous or hazardous substances
 - h.3. movements of equipment, goods and materials
- i. Personnel in the work area may include:
 - i.1. workplace personnel

- i.2. site visitors
- i.3. contractors
- i.4. official representatives
- j. Forklift handling procedures may include:
 - j.1. starting a forklift
 - j.2. steering and manoeuvring a forklift
 - j.3. accelerating and braking
 - j.4. positioning and stopping a forklift
 - j.5. reversing a forklift
 - j.6. operating forklift controls, instruments and indicators
 - j.7. using defensive driving techniques
 - j.8. managing engine performance
- k. Pre-operational checks may include:
 - k.1. visual check of forklift
 - k.2. checking and topping up of fluid levels
 - k.3. checks of tyres
 - k.4. checks of operation of forklift lights and indicators
 - k.5. checks of brakes
- l. Hazards may include (examples only):
 - l.1. wet and iced operating surfaces
 - l.2. oil on operating surface
 - l.3. faulty brakes
 - l.4. workplace obstacles and other operational equipment and vehicles
 - l.5. damaged loads and pallets
 - l.6. other personnel in work area
- m. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - m.1. company procedures
 - m.2. enterprise procedures
 - m.3. organisational procedures
 - m.4. established procedures
- n. Personal protection equipment may include:
 - n.1. gloves
 - n.2. safety headwear and footwear

n.3. safety glasses

n.4. two-way radios

n.5. high visibility clothing

Sources of information/documents

a. Information/documents may include:

a.1. goods identification numbers and codes, including IMDG markings and HAZCHEM signs

a.2. manifests, bar codes, picking slips, merchandise transfers, stock requisitions, goods and container identification

a.3. Australian Standard 2359 - Industrial Truck Code

a.4. manufacturer's specifications for forklift and associated equipment

a.5. operations and service record book or log

a.6. workplace procedures and policies for the operation of forklifts

a.7. supplier and/or client instructions

a.8. ADG Code and material safety data sheets

a.9. regulatory requirements concerning the use of forklifts

a.10. award, enterprise bargaining agreement, other industrial arrangements

a.11. standards and certification requirements

a.12. quality assurance procedures

a.13. emergency procedures

Applicable regulations and legislation

a. Applicable procedures and codes may include:

a.1. relevant State/Territory regulations pertaining to the operation of forklifts

a.2. relevant codes and standards, including Australian Standard 2359 - Industrial Truck Code

a.3. relevant State/Territory OHS legislation

a.4. relevant State/Territory fatigue management regulations

a.5. relevant State/Territory environmental protection legislation

General context

a. Operation of a forklift must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory authority

b. Operation of a forklift is performed under some supervision, generally within a team environment

c. Operation of a forklift involves the application of routine equipment operation principles and procedures to maintain the safety and operation of a forklift in a variety of operational contexts

Worksite environment

- a. Types of forklift may include counterbalance trucks, reach trucks and pallet trucks
- b. Operations may be carried out in typical forklift operational situations, including:
 - b.1. operations conducted at day or night
 - b.2. typical weather conditions
 - b.3. on the open road
 - b.4. on a private road or worksite
 - b.5. while at a workplace
- c. Customers may be internal or external
- d. Workplaces may comprise large, medium or small worksites
- e. Work may be conducted in:
 - e.1. restricted spaces
 - e.2. exposed conditions
 - e.3. controlled or open environments
- f. Loads to be shifted may require special precautions
- g. Loads to be shifted may be:
 - g.1. irregularly shaped
 - g.2. packaged or unpackaged
 - g.3. labelled or unlabelled
 - g.4. palletted or unpalletted
- h. Hazards in the work area may include exposure to:
 - h.1. chemicals
 - h.2. dangerous or hazardous substances
 - h.3. movements of equipment, goods and materials
- i. Personnel in the work area may include:
 - i.1. workplace personnel
 - i.2. site visitors
 - i.3. contractors
 - i.4. official representatives
- j. Forklift handling procedures may include:
 - j.1. starting a forklift
 - j.2. steering and manoeuvring a forklift
 - j.3. accelerating and braking
 - j.4. positioning and stopping a forklift
 - j.5. reversing a forklift

- j.6. operating forklift controls, instruments and indicators
- j.7. using defensive driving techniques
- j.8. managing engine performance
- k. Pre-operational checks may include:
 - k.1. visual check of forklift
 - k.2. checking and topping up of fluid levels
 - k.3. checks of tyres
 - k.4. checks of operation of forklift lights and indicators
 - k.5. checks of brakes
- l. Hazards may include (examples only):
 - l.1. wet and iced operating surfaces
 - l.2. oil on operating surface
 - l.3. faulty brakes
 - l.4. workplace obstacles and other operational equipment and vehicles
 - l.5. damaged loads and pallets
 - l.6. other personnel in work area
- m. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - m.1. company procedures
 - m.2. enterprise procedures
 - m.3. organisational procedures
 - m.4. established procedures
- n. Personal protection equipment may include:
 - n.1. gloves
 - n.2. safety headwear and footwear
 - n.3. safety glasses
 - n.4. two-way radios
 - n.5. high visibility clothing

Sources of information/documents

- a. Information/documents may include:
 - a.1. goods identification numbers and codes, including IMDG markings and HAZCHEM signs
 - a.2. manifests, bar codes, picking slips, merchandise transfers, stock requisitions, goods and container identification
 - a.3. Australian Standard 2359 - Industrial Truck Code

- a.4. manufacturer's specifications for forklift and associated equipment
- a.5. operations and service record book or log
- a.6. workplace procedures and policies for the operation of forklifts
- a.7. supplier and/or client instructions
- a.8. ADG Code and material safety data sheets
- a.9. regulatory requirements concerning the use of forklifts
- a.10. award, enterprise bargaining agreement, other industrial arrangements
- a.11. standards and certification requirements
- a.12. quality assurance procedures
- a.13. emergency procedures

Applicable regulations and legislation

- a. Applicable procedures and codes may include:
 - a.1. relevant State/Territory regulations pertaining to the operation of forklifts
 - a.2. relevant codes and standards, including Australian Standard 2359 - Industrial Truck Code
 - a.3. relevant State/Territory OHS legislation
 - a.4. relevant State/Territory fatigue management regulations
 - a.5. relevant State/Territory environmental protection legislation

Unit Sector(s)

Not applicable.

TLID1007C Operate a forklift

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to operate a forklift, including checking forklift condition, driving the forklift to fulfil operational requirements, monitoring site conditions, and monitoring and maintaining forklift performance. Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory OH&S authority.

Application of the Unit

Operation of a forklift must be carried out in compliance with the licence requirements and regulations of the relevant state/territory authority.

Operation of a forklift is performed under some supervision, generally within a team environment. It involves the application of routine equipment operation principles and procedures to maintain the safety and operation of a forklift in a variety of operational contexts.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Check forklift condition	1.1 Condition of forklift is checked for compliance with OH&S and workplace requirements for warning devices, manufacturers specifications and the nature of the load shifting task 1.2 Attachments are checked to ensure appropriate adjustment and operation 1.3 Mirrors and seats are adjusted for safe operation by the driver 1.4 Log books are checked and appropriate workplace documentation is completed in accordance with workplace requirements
2 Drive the forklift	2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturers instructions 2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage 2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques 2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning 2.5 The forklift is parked, shut down and secured in accordance with manufacturers specifications, regulations and workplace procedures
3 Operate a forklift to handle loads	3.1 The lifting task to be undertaken is appropriately planned and the correct lifting truck and attachments are selected 3.2 The load is lifted, carried, lowered and set down in accordance with OH&S legislation, manufacturers specifications and company procedures

4 Monitor site conditions	4.1 When selecting the most efficient route, hazards and traffic flow are identified and appropriate adjustments are made
	4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs
5 Monitor and maintain forklift performance	5.1 Performance and efficiency of vehicle operation is monitored during use
	5.2 Defective/irregular performance and malfunctions reported to relevant personnel
	5.3 Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant duty of care requirements pertaining to the operation of a forklift

Relevant OH&S and environmental procedures and regulations

Workplace operating procedures

Forklift controls, instruments and indicators and their use

Forklift handling procedures

Procedures to be followed in the event of an operational emergency

Engine power management and safe operating strategies

Efficient driving techniques

Operating hazards and related defensive driving and hazard control techniques

Pre-operational checks carried out on forklift and related action

Principles of stress management when driving a forklift

Site layout and obstacles

Required skills:

Communicate effectively with others when operating a forklift

Read and interpret instructions, procedures, information and signs relevant to the operation of a forklift

Interpret and follow operational instructions and prioritise work

Complete documentation related to the operation of a forklift

Operate electronic communication equipment to required protocol

Work collaboratively with others when operating a forklift

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems, faults or malfunctions in accordance with regulatory requirements and workplace procedures

Implement contingency plans for unexpected events when operating a forklift

Apply precautions and required action to minimise, control or eliminate hazards that may exist during the operation of a forklift

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Apply fatigue management knowledge and techniques

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Select and use required personal protective equipment conforming to industry and OH&S standards

Identify points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)

Monitor performance of forklift and its equipment and take appropriate action where required

Ensure that a forklift and its equipment are maintained in terms of service schedule and standard operating procedures

Check and replenish fluids and carry out lubrication processes in the course of work activities

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:

- the underpinning knowledge and skills
- relevant legislation and workplace procedures
- other relevant aspects of the range statement

Context of and specific resources for assessment

Performance is demonstrated consistently over a period of time and in a suitable range of contexts

Resources for assessment include:

- a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or

- access to an appropriate range of relevant operational situations in the workplace

In both real and simulated environments, access is required to:

- relevant and appropriate materials and/or equipment, and/or

- applicable documentation including

workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

Assessment of this unit must be undertaken by a registered training organisation

As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests

Practical assessment must occur:

through appropriately simulated activities at the registered training organisation, and/or in an appropriate range of situations in the workplace

Range Statement

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.

Types of forklift may include:

counterbalance trucks
reach trucks
pallet trucks

Operations may be carried out in typical forklift operational situations, including:

operations conducted at day or night
typical weather conditions
on the open road
on a private road or worksite
while at a workplace

Customers may be:

internal or external

Workplaces may comprise:

large, medium or small worksites

Work may be conducted in:

restricted spaces
exposed conditions
controlled or open environments

Loads to be shifted may require:

special precautions

Loads to be shifted may be:	irregularly shaped packaged or unpackaged labelled or unlabelled palletted or unpalletted
Hazards in the work area may include exposure to:	chemicals dangerous or hazardous substances movements of equipment, goods and materials
Personnel in the work area may include:	workplace personnel site visitors contractors official representatives
Forklift handling procedures may include:	starting a forklift steering and manoeuvring a forklift accelerating and braking positioning and stopping a forklift reversing a forklift operating forklift controls, instruments and indicators using defensive driving techniques managing engine performance
Pre-operational checks may include:	visual check of forklift checking and topping up of fluid levels checks of tyres checks of operation of forklift lights and indicators checks of brakes
Hazards may include (examples only):	wet and iced operating surfaces oil on operating surface faulty brakes workplace obstacles and other operational equipment and vehicles damaged loads and pallets

	other personnel in work area
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Personal protection equipment may include:	gloves safety headwear and footwear safety glasses two-way radios high visibility clothing
Information/documents may include:	goods identification numbers and codes, including IMDG markings and HAZCHEM signs manifests, bar codes, picking slips, merchandise transfers, stock requisitions, goods and container identification Australian Standard 2359 - Industrial Truck Code manufacturers specifications for forklift and associated equipment operations and service record book or log workplace procedures and policies for the operation of forklifts supplier and/or client instructions ADG Code and material safety data sheets regulatory requirements concerning the use of forklifts award, enterprise bargaining agreement, other industrial arrangements standards and certification requirements quality assurance procedures emergency procedures
Applicable procedures and codes may include:	relevant state/territory regulations pertaining to the operation of forklifts relevant codes and standards, including Australian Standard 2359 - Industrial Truck

Code

relevant state/territory OH&S legislation

relevant state/territory fatigue management
regulationsrelevant state/territory environmental
protection legislation**Unit Sector(s)**

Not applicable.

Competency Field

D - Load Handling

UEENEEP001B Disconnect and reconnect fixed wired electrical equipment connected to a Low Voltage supply

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

1.1) Descriptor

This unit covers disconnecting and reconnecting fixed wired electrical equipment. This may be incidental to or a primary and regular function of work related to a principle work function. It encompasses working safely, identifying supply arrangements, following isolation procedures, selecting and using testing and measuring devices, terminating and connecting cables and conductors, safely testing and reporting and excludes disconnecting or reconnecting circuits at a switchboard or to general electrical accessories (including switches, socket outlets, circuit protective devices etc); or installation of or alteration to any part of the fixed electrical wiring system (defined as electrical installing work).

Application of the Unit

Application of the Unit 4)

This unit applies to any formal recognition for this standard at the aligned AQF 2/3 level or higher.

Licensing/Regulatory Information

1.2) License to practice

The skills and knowledge described in this unit requires a license to practice in the workplace where plant and equipment operate at voltage above 50 V a.c. or 120 V d.c.

1.2) License to practice

However other conditions may apply in some jurisdictions subject to regulations related to electrical work. Practice in the workplace and during training is also subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

Note:

Candidates are to meet regulator eligibility requirements by providing formal confirmation from the relevant state/territory regulator for the respective work class and scope of work prior to developing and being conferred competent.

Pre-Requisites

Prerequisite Unit(s) 2)

2.1) Competencies

Competencies needed for hot waters servicing, pool servicing, mechanical maintenance, appliance servicing, emergency services and equipment repair.

Employability Skills Information

Employability Skills 3)

This unit contains Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a unit of competency

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to disconnect electrical equipment.	1.1 Disconnection is planned to ensure OHS policies and procedures are followed.
	1.2 Appropriate persons are consulted to ensure work is coordinated effectively with others involved in the work site.
	1.3 Safety hazards which have not previously been electrical characteristics of electrical equipment and electrical supply are determined and recorded in accordance with established procedures.
	1.4 The point of isolation of electrical equipment to be disconnected is determined.
	1.5 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety.
2 Disconnect electrical equipment.	2.1 OHS policies and procedures are followed.
	2.2 Electrical equipment is isolated in accordance with AS/NZS 4836:2001 and established procedures (see Range Statement).
	2.3 Conductor connection sequence is recorded and labelled in accordance with established procedures.
	2.4 Visual checks of the electrical equipment and associated wiring are carried out in accordance with established procedures to detect any abnormal or obvious damage or fault.
	2.5 Isolated equipment is confirmed as de-energised.
	2.6 Electrical equipment is disconnected from fixed wiring without damage to other components.
	2.7 Approval is obtained in accordance with established procedures from appropriate

ELEMENT	PERFORMANCE CRITERIA
	personnel, before any contingencies are implemented.
	2.8 Disconnected conductors/cables are terminated in accordance with requirements to ensure they are safe and present no potential hazard.
3 Prepare to reconnect electrical equipment.	3.1 Reconnection is planned to ensure OHS policies and procedures are followed.
	3.2 Appropriate personnel are consulted to ensure work is coordinated effectively with others involved in the work site.
	3.3 The point of isolation of the circuit to which the electrical equipment is to be connected is determined.
	3.4 Replacement electrical equipment is selected on the basis of rating and characteristics being the same as that of the original electrical equipment.
	3.5 Appropriate personnel are consulted in the event that replacement electrical equipment is not available.
	3.6 Original and/or replacement electrical equipment is tested to ensure it is safe to connect to the electrical supply and use.
	3.7 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety.
4 Reconnect electrical equipment.	4.1 OHS policies and procedures are followed.
	4.2 Measures are taken to ensure circuit to which electrical equipment is to be connected remains isolated and de-energised in accordance with AS/NZS 4836:2001.
	4.3 The continuity of the protective earthing conductor is tested to determine whether it is sufficiently low.
	4.4 The resistance between the protective earthing conductor and the neutral conductor is tested to

ELEMENT	PERFORMANCE CRITERIA
	determine whether it is sufficiently low, i.e. not greater than 2 Ohms.
	4.5 The insulation resistance of active conductors is tested to confirm that it is greater than 1 Megohm.
	4.6 An appropriate qualified person is engaged to rectify any non-compliance condition revealed by the testing under item 4.3 to 4.5.
	4.7 Continuity between exposed conductive parts of the equipment and the main earth or metal switchboard enclosure is confirmed.
	4.8 Electrical equipment is connected to comply with requirements.
	4.9 Connections to the equipment are checked to confirm they are correct.
5 Test the reconnected electrical equipment for safe operation.	5.1 OHS policies and procedures, and established procedures for the reinstatement of isolated circuits and electrical equipment are followed.
	5.2 Arrangements are made with appropriate personnel to test the operation of the electrical equipment in accordance with established procedures.
	5.3 Operational non-conformances are identified and reported in accordance with established procedures.
6 Identify and report faults	6.1 Electrical equipment is isolated in accordance with established procedures.
	6.2 Other OHS policies and procedures are followed.
	6.3 Visual checks of the equipment to be disconnected and/or reconnected are carried out in accordance with established procedures to detect any abnormal or obvious damage or fault.
	6.4 Fault(s) at point of disconnection and/or reconnection are identified and reported in

ELEMENT	PERFORMANCE CRITERIA
	accordance with established procedures.
	6.5 Approval is obtained in accordance with established procedures from appropriate personnel, before any contingencies are implemented.
7 Provide status report(s).	7.1 Status report(s) are completed and notified in accordance with established procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

7) This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of safe working practices and disconnecting and reconnecting fixed wired electrical equipment connected to a Low Voltage supply.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

The extent of the essential knowledge and associated skills (EKAS) required is given in Volume 2 - Part 2.2 EKAS. It forms an integral part of this unit.

- 2.1.5.1 Power cable and conductor terminations
- 2.2.2 Enterprise reporting and recording system
- 2.8.1.1 Basic electrical principles
- 2.18.1 Occupational Health and Safety principles
- 2.18.2 Electrical Safe working practices
- 2.19.29 Disconnect/Reconnect
- 2.19.28 Fault find - General Principles
- 2.19.39 Produce Status Reports using established procedures

Evidence Guide

EVIDENCE GUIDE

9) The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

The Evidence Guide forms an integral part of this Unit and shall be used in conjunction with all components parts of this unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. In some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety issues inherent in working with electricity, electrical equipment, gas or any other hazardous substance/material present a challenge for those determining competence. Sources of evidence need to be 'rich' in nature to minimise error in judgment.

Activities associated with normal everyday work influence decisions about how/how much the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

EVIDENCE GUIDE

Critical aspects of evidence required to demonstrate competency in this unit

9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
 - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the performance criteria and range statement
 - Apply sustainable energy principles and practices as specified in the performance criteria and range statement
 - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.
 - Demonstrate an appropriate level of skills enabling employment
 - Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
 - Disconnect and reconnect fixed wired electrical equipment connected to a Low Voltage supply as described in 8) for each endorsement and including:
 - A OHS practice
 - B Determining electrical characteristics of equipment
 - C Selecting tools, equipment, and testing devices

EVIDENCE GUIDE

- D Identifying point of installation
- E Identifying and isolating circuit (including testing for safe isolation)
- F Preparing to disconnect electrical equipment
- G Undertaking visual checks of the electrical equipment and associated wiring to detect and reporting any abnormal or obvious damage or fault
- H Disconnecting of electrical equipment
- I Preparing to reconnect electrical equipment
- J Reconnection of electrical equipment
- K Testing of the reconnected electrical equipment for safe operation including polarity and earth continuity
- L Identifying fault(s) at point of disconnection and/or reconnection in accordance with established procedures
- M Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items

Note:

Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified.

Context of and specific resources for assessment

9.3)

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.
- Workplace evidence to be produced in an industry/regulator

EVIDENCE GUIDE

approved recording system (logbook) confirming skills development under appropriate supervision

These should be part of the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to disconnecting and reconnecting fixed wired electrical equipment connected to a Low Voltage supply.

Method of assessment

9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires assessment in a structured environment which is intended primarily for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

Concurrent assessment and relationship with other units

9.5)

There are no concurrent assessment recommendations for this unit

Range Statement

RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

RANGE STATEMENT

Competency shall be demonstrated in relation to disconnecting and reconnecting at least one of the following endorsed types of electrical equipment connected to supplies up to 1,000V a.c or 1,500V d.c:

- Appliances (O)
- Pre-assembled types 1 and 2 cold cathode neon signs (N)
- Composite equipment incorporating one or more current-using devices and/or controls (P)

Note:

Examples of composite equipment are a self-contained refrigeration unit, machine tools, and modular telephone booths.

- Control devices (Q)
- Electrical water heaters (R)
- Motors (S)

Note:

1. Each endorsement achieved is to be reported separately.
2. Limitations of this unit. This unit does not cover the knowledge and skills necessary for work:
 - a) where high fault currents are possible
 - b) on complex electrical apparatus and circuits
 - c) associated with fixed wiring other than disconnecting and reconnecting electrical equipment as listed in the Range Statement including locating and rectifying faults of circuits at a switchboard or to general electrical accessories (including switches, socket outlets, circuit protective devices etc); or installation of or alteration to any part of the fixed electrical wiring system (defined as electrical installing work),
 - d) on luminaires,
 - d) in hazardous areas or on electrical equipment that is part of an explosion-protection technique.

Safe Working. Safe procedures for working within in the scope of this unit shall be in accordance with AS/NZS 4836:2001 'Safe working on low-voltage electrical installations.'

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

Unit Sector(s)

Not Applicable

Custom Content Section

2.2) Literacy and numeracy skills

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

Reading	3	Writing	3	Numeracy	3

Competency Field

Competency Field	5)
	Restricted and Specialisations

UEENEEP002B Attach cords and plugs to electrical equipment for connection to a single phase 250 Volt supply

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

1.1) Descriptor

This unit covers attaching flexible cords and plugs to electrical equipment for connection to supplies up to 250V a.c. This may be incidental to or a primary and regular function of work related to a principle function in the workplace. It encompasses working safely, identifying plug configurations, selecting and using testing and measuring devices, terminating and connecting cords/plugs and conductors, safety testing and reporting.

Application of the Unit

Application of the Unit 4)

This unit applies to any formal recognition for this standard at the aligned AQF 2 level or higher.

Licensing/Regulatory Information

1.2) License to practice

The skills and knowledge described in this unit may require a license to practice in the workplace. However, practice in this unit is subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

Note:

Candidates are to meet regulator eligibility requirements by providing formal

1.2) License to practice

confirmation from the relevant state/territory regulator for the respective work class and scope of work prior to developing and being conferred competent.

Pre-Requisites

Prerequisite Unit(s) 2)

2.1) Competencies

There are no prerequisite competencies for this unit.

Employability Skills Information

Employability Skills 3)

This unit contains Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a unit of competency

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Plan and prepare to	1.1 Work is planned and prepared to ensure OHS

ELEMENT	PERFORMANCE CRITERIA
attach flexible cord(s) and plug(s).	policies and procedures are followed, and the work is appropriately sequenced in accordance with requirements.
	1.2 Condition and ratings under which the flexible cords and plugs are to operate is determined from requirements and in consultation with appropriate personnel followed by written instruction.
	1.3 Flexible cords and plugs are selected to comply with standards and requirements for the condition and rating to be determined.
	1.4 Materials necessary to complete the work are obtained in accordance with established procedures and checked against job requirements.
	1.5 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety.
	1.6 Flexible cord(s) is prepared without damage to insulation and conductors and in accordance with requirements.
2 Attach flexible cord(s) and plug(s).	2.1 OHS policies and procedures are followed.
	2.2 Single insulated metal framed equipment is earthed in accordance with requirements.
	2.3 The integrity of double insulated equipment is maintained in accordance with requirements.
	2.4 Conductors are connected to terminals in accordance with requirements to ensure the required polarity is affected.
3 Test equipment for operation and safety.	3.1 Appropriate tests of the cord(s) and plug(s) connected to the electrical equipment are conducted in accordance with requirements and to established procedures to ensure safe installation and operation.
	3.2 Ongoing checks of the quality of work are undertaken in accordance with established

ELEMENT	PERFORMANCE CRITERIA
4 Locate and repair fault(s) in attached flexible cord(s) and plug(s).	procedures.
	4.1 Electrical equipment and attached flexible cord(s) and plug(s) are isolated, where necessary, in accordance with established procedures.
	4.2 Other OHS policies and procedures are followed.
	4.3 Visual checks of the attached flexible cord(s) and plug(s) are carried out in accordance with established procedures to detect any abnormal or obvious damage or fault.
	4.4 Fault(s) in attached flexible cord(s) and plug(s) are confirmed and components to be replaced are determined and details recorded in accordance with established procedures.
	4.5 Fault(s) in attached flexible cord(s) and plug(s) are repaired in accordance with established procedures, where necessary.
5 Provide status report(s).	4.6 Approval is obtained in accordance with established procedures from appropriate personnel, before any contingencies are implemented.
	5.1 Status report(s) are completed and notified in accordance with established procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

7) This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of safe working practices and attaching cords and plugs to electrical equipment for connection to a single phase 250 Volt supply.

All knowledge and skills detailed in this unit should be contextualised to current

REQUIRED SKILLS AND KNOWLEDGE

industry practices and technologies.

The extent of the essential knowledge and associated skills (EKAS) required is given in Volume 2 - Part 2.2 EKAS. It forms an integral part of this unit.

- 2.8.1.1 Basic electrical principles
- 2.18.1 Occupational Health and Safety principles
- 2.18.2 Electrical Safe working practices
- 2.19.30 Flexible cords and plugs to 250 V
- 2.19.36 Fault find to 250 V General appliances
- 2.19.39 Produce Status Reports using established procedures

Evidence Guide

EVIDENCE GUIDE

9) The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

The Evidence Guide forms an integral part of this Unit and shall be used in conjunction with all components parts of this unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. In some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced

EVIDENCE GUIDE

by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety issues inherent in working with electricity, electrical equipment, gas or any other hazardous substance/material present a challenge for those determining competence. Sources of evidence need to be 'rich' in nature to minimise error in judgment.

Activities associated with normal everyday work influence decisions about how/how much the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
 - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the performance criteria and range statement
 - Apply sustainable energy principles and practices as specified in the performance criteria and range statement
 - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.

EVIDENCE GUIDE

- Demonstrate an appropriate level of skills enabling employment
- Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
 - Attach cords and plugs to electrical equipment for connection to a single phase 250 Volt supply as described in 8) and including:
 - A Demonstrating consistent performance for each element of the unit
 - B Meeting the performance criteria associated with each element of competence by employing the techniques, procedures, information and resources available in the workplace
 - C Demonstrating an understanding of the underpinning knowledge and skills shown in the Essential Knowledge and Associated Skills section of the unit
 - D Planning and preparing to attach flexible cord(s) and plug(s) up to 250 V a.c
 - E Attaching, replacing and repairing flexible cord(s) and plugs(s) to equipment, safely up to 250 V a.c
 - F Testing flexible cord(s), plugs(s) and connected equipment for operation and safety up to 250 V a.c., including polarity and continuity testing
 - G Finding and repairing fault(s) in attached flexible cord(s) and plug(s) in accordance with established procedures
 - H Providing status report(s)
 - I Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items

Note:

EVIDENCE GUIDE

Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified

Context of and specific resources for assessment

9.3)

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.
- Workplace evidence to be produced in an industry/regulator approved recording system (logbook) confirming skills development under appropriate supervision

These should be part of the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to attaching cords and plugs to electrical equipment for connection to a single phase 250 Volt supply.

Method of assessment

9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires assessment in a structured environment which is intended primarily for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

Concurrent assessment and

9.5)

There are no concurrent assessment recommendations for this

EVIDENCE GUIDE

**relationship with
other units** unit

Range Statement

RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit shall be demonstrated in relation to any cord and plug connected equipment or cord extension leads intended for single-phase supplies up to 250 Vv.

Note:

Limitations of this unit. This unit does not cover the knowledge and skills necessary for work:

- a) Competencies associated with high current faults
- b) On complex electrical apparatus, circuits and electrical work
- c) In hazardous areas or on electrical equipment that is part of an explosion protection technique
- d) Nor competencies associated with fixed wiring.

Safe Working. Safe procedures for working within in the scope of this unit shall be in accordance with AS/NZS 4836:2001 'Safe working on low-voltage electrical installations.'

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

Unit Sector(s)

Not Applicable

2.2) Literacy and numeracy skills

2.2) Literacy and numeracy skills

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

Reading	3	Writing	3	Numeracy	3

Competency Field

Competency Field	5)
	Restricted and Specialisations

UEENEEP003B Attach cords and plugs to electrical equipment for connection to 1000 Va.c. or 1500 Vd.c. supply

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

1.1) Descriptor

This unit covers attaching flexible cords/cables and plugs to electrical equipment connected to a supply up to 1,000 V a.c. or 1,500 V d.c. This may be incidental to or a primary and regular function of work related to a principle function in the workplace. It encompasses working safely, identifying plug configurations, selecting and using testing and measuring devices, terminating and connecting flexible cords/plugs and conductors, safety testing and reporting.

Application of the Unit

Application of the Unit

4)

This unit applies to any formal recognition for this standard at the aligned AQF 2 level or higher.

Licensing/Regulatory Information

1.2) License to practice

The skills and knowledge described in this unit may require a license to practice in the workplace. However, practice in this unit is subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

Note:

1.2) License to practice

Candidates are to meet regulator eligibility requirements by providing formal confirmation from the relevant state/territory regulator for the respective work class and scope of work prior to developing and being conferred competent.

Pre-Requisites

Prerequisite Unit(s) 2)

2.1) Competencies

Granting competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed.

UEENEEP002B Attach cords and plugs to electrical equipment for connection to a single phase 250 volt supply

For the full prerequisite chain details for this unit please refer to Table 2 in Volume 1, Part 2

Employability Skills Information

Employability Skills 3)

This unit contains Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a unit of competency

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and prepare to attach flexible cord/cables(s) and plug(s).	1.1 Work is planned and prepared to ensure OHS policies and procedures are followed, and the work is appropriately sequenced in accordance with requirements.
	1.2 Condition and ratings under which the flexible cord/cable(s) and plug(s) are to operate is determined from requirements and in consultation with appropriate personnel followed by written instruction.
	1.3 Flexible cord/cable(s) and plug(s) are selected to comply with standards and requirements for the condition and rating to be determined.
	1.4 Materials necessary to complete the work are obtained in accordance with established procedures and checked against job requirements.
	1.5 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety.
	1.6 Flexible cord/cable(s) is prepared without damage to insulation and conductors and in accordance with requirements.
2 Attach flexible cord(s)/cable(s) and plug(s).	2.1 OHS policies and procedures are followed.
	2.2 Single insulated metal framed equipment is earthed in accordance with requirements.
	2.3 The integrity of double insulated equipment is maintained in accordance with requirements.
	2.4 Conductors are connected to terminals in accordance with requirements to ensure the required polarity is affected.
3 Test equipment for	3.1 Appropriate tests of the cord/cable(s) and plug(s) connected to the electrical equipment are

ELEMENT	PERFORMANCE CRITERIA
operation and safety.	conducted in accordance with requirements and to established procedures to ensure safe installation and operation.
3.2	Ongoing checks of the quality of work are undertaken in accordance with established procedures.
4 Locate and repair fault(s) in attached flexible cord(s) and plug(s).	4.1 Electrical equipment and attached flexible cord(s) and plug(s) are isolated, where necessary, in accordance with established procedures. 4.2 Other OHS policies and procedures are followed. 4.3 Visual checks of the attached flexible cord(s) and plug(s) are carried out in accordance with established procedures to detect any abnormal or obvious damage or fault. 4.4 Fault(s) in attached flexible cord(s) and plug(s) are confirmed and components to be replaced are determined and details recorded in accordance with established procedures. 4.5 Fault(s) in attached flexible cord(s) and plug(s) are repaired in accordance with established procedures, where necessary. 4.6 Approval is obtained in accordance with established procedures from appropriate personnel, before any contingencies are implemented.
5 Provide status report(s).	5.1 Status report(s) are completed and notified in accordance with established procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

7) This describes the essential skills and knowledge and their level, required for this

REQUIRED SKILLS AND KNOWLEDGE

unit.

Evidence shall show that knowledge has been acquired of safe working practices and attaching cords and plugs to electrical equipment for connection to 1000 V a.c. or 1500 V d.c. supply.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

The extent of the essential knowledge and associated skills (EKAS) required is given in Volume 2 - Part 2.2 EKAS. It forms an integral part of this unit.

- 2.19.31 Flexible cords/cables and plugs to 1000V
- 2.19.39 Produce Status Reports using established procedures

Evidence Guide

EVIDENCE GUIDE

9) The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

The Evidence Guide forms an integral part of this Unit and shall be used in conjunction with all components parts of this unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. In some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment,

EVIDENCE GUIDE

the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety issues inherent in working with electricity, electrical equipment, gas or any other hazardous substance/material present a challenge for those determining competence. Sources of evidence need to be 'rich' in nature to minimise error in judgment.

Activities associated with normal everyday work influence decisions about how/how much the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
 - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the performance criteria and range statement
 - Apply sustainable energy principles and practices as specified in the performance criteria and range statement
 - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements. Demonstrate an appropriate level of skills enabling employment

EVIDENCE GUIDE

- Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
 - Attach cords and plugs to electrical equipment for connection to 1000 Va.c. or 1500 V d.c. supply as described in 8) and including:
 - A Demonstrating consistent performance for each element of the unit
 - B Meeting the performance criteria associated with each element of competence by employing the techniques, procedures, information and resources available in the workplace
 - C Demonstrating an understanding of the underpinning knowledge and skills shown in the Essential Knowledge and Associated Skills section of the unit
 - D Planning and preparing to attach flexible cords/cables and plugs up to 1,000 V a.c. to 1,500 V d.c.
 - E Replacing and repairing flexible cords/cables and plugs up to 1,000 V a.c. to 1,500 V d.c.
 - F Attaching, replacing and repairing flexible cords/cables, plugs to equipment for operation, safely up to 1,000 V a.c. to 1,500 V d.c.
 - G Testing flexible cords/cables, plugs and equipment for operation and safety up to 1,000 V a.c. to 1,500 V d.c.
 - H Finding and repairing fault(s) in attached flexible cords/cables and plugs in accordance with established procedures
 - I Providing status report(s)
 - J Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic

EVIDENCE GUIDE

assessment with the above listed items

Note:

Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified

Context of and specific resources for assessment

9.3)

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.
- Workplace evidence to be produced in an industry/regulator approved recording system (logbook) confirming skills development under appropriate supervision

These should be part of the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to attaching cords and plugs to electrical equipment for connection to 1000 V a.c. or 1500 V d.c. supply.

Method of assessment

9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires assessment in a structured environment which is intended primarily for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

EVIDENCE GUIDE

Concurrent assessment and relationship with other units

9.5)

For optimisation of training and assessment effort, competency development in this unit may be arranged concurrently with unit:

UEENEEP002B Attach cords and plugs to electrical equipment for connection to a single phase 250 Volt supply

Range Statement

RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit shall/may be demonstrated in relation to any cord/cable and plug connected equipment or cord/cable extension leads intended for multi phase supplies up to 1,000 V a.c. to 1,500 V d.c.

Note:

Limitations of this unit. This unit does not cover the knowledge and skills necessary for work:

- a) Competencies associated with high current faults
- b) On complex electrical apparatus, circuits and electrical work
- c) In hazardous areas or on electrical equipment that is part of an explosion protection technique
- d) Nor competencies associated with fixed wiring.

Safe Working. Safe procedures for working within in the scope of this unit shall be in accordance with AS/NZS 4836:2001 'Safe working on low-voltage electrical installations.'

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

Unit Sector(s)

Not Applicable

2.2) Literacy and numeracy skills

2.2) Literacy and numeracy skills

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

Reading	3	Writing	3	Numeracy	3

Competency Field

Competency Field	5)
	Restricted and Specialisations

UEENEEP007B Locate and rectify faults in electrical low voltage equipment following prescribed procedures

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

1.1) Descriptor

This unit covers locating and rectifying fault(s) in electrical equipment intended to operate to a connected supply up to 1,000 volts a.c. or 1,500 volts d.c. This may be incidental to or a primary and regular function in the workplace. It encompasses following prescribed procedures, working safely, reading circuit diagrams, isolation procedures, identifying faults according to procedures, identifying like for like replacement/repair components according to procedures, selecting and using testing and measuring devices, terminating and connecting cables and conductors, safety testing and reporting.

Application of the Unit

Application of the Unit 4)

This unit is intended for competency development entry-level employment based programs incorporated in approved contracts of training.

Licensing/Regulatory Information

1.2) License to practice

The skills and knowledge described in this unit may require a license to practice in the workplace subject to regulations for undertaking of electrical work. Practice in workplace and during training is also subject to regulations directly related to

1.2) License to practice

occupational health and safety and where applicable contracts of training such as apprenticeships.

Note:

Candidates are to meet regulator eligibility requirements by providing formal confirmation from the relevant state/territory regulator for the respective work class and scope of work prior to developing and being conferred competent.

Pre-Requisites

Prerequisite Unit(s) 2)

2.1) Competencies

Granting competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed.

UEENEEP001B Disconnect and reconnect fixed wired electrical equipment connected to a low voltage supply

For the full prerequisite chain details for this unit please refer to Table 2 in Volume 1, Part 2

Employability Skills Information

Employability Skills 3)

This unit contains Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) Elements describe the

essential outcomes of a unit of competency

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to identify fault(s)	1.1 Nature of the fault(s) is confirmed in accordance with established procedures and appropriate personnel.
	1.2 The work is planned to ensure OHS policies and established procedures are followed.
	1.3 Tools, equipment and testing devices needed to carry out the work are obtained in accordance with established procedures and checked for correct operation and safety.
	1.4 Appropriate personnel are consulted to ensure the work is co-ordinated effectively with others involved on the work site.
	1.5 Possible electrical equipment fault(s) are checked against job requirements and in accordance with established procedures.
	1.6 Preparatory work is checked to ensure no unnecessary damage has occurred and complies with requirements.
	1.7 Electrical characteristics of electrical equipment and electrical supply are determined and recorded in accordance with established procedures.
	1.8 Electrical equipment and associated circuits are identified for isolation purposes, where necessary, in accordance with established procedures.
2 Locate fault(s) in the electrical equipment.	2.1 Electrical equipment and associated circuits are isolated, where necessary, in accordance with established procedures.
	2.2 Other OHS policies and procedures are

ELEMENT

PERFORMANCE CRITERIA

followed.

	2.3	Visual checks of the electrical equipment and components are carried out in accordance with established procedures to detect any abnormal or obvious damage or fault.
	2.4	Safety tests and circuit continuity are progressively carried out to assure isolation, and to detect operational, electrical or other non-conformances or fault(s).
	2.5	Electrical equipment is dismantled and/or removed, where necessary, and components stored in accordance with established procedures to protect them against loss or damage.
	2.6	Fault(s) are confirmed and components to be replaced or adjusted are determined and details recorded in accordance with established procedures.
	2.7	Ongoing checks of the quality of work are undertaken in accordance with established procedures.
3	Rectify fault(s).	
	3.1	Isolation of electrical equipment and associated circuits is confirmed in accordance with requirements and established procedures.
	3.2	Materials and resources necessary to complete the work are obtained in accordance with established procedures and checked against job requirements.
	3.3	Adjustments are made in accordance with established procedures, where necessary, to ensure electrical equipment operates in accordance with intended parameters.
	3.4	Fault(s) are rectified in accordance with established procedures, where necessary.
	3.5	Approval is obtained in accordance with established procedures from appropriate personnel, before any contingencies are implemented.

ELEMENT	PERFORMANCE CRITERIA
	3.6 Tests on the electrical equipment are in accordance with established procedures performed to ensure safe return to service and operation of the electrical equipment.
4 Provide status report(s).	4.1 Status report(s) are completed and notified in accordance with established procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

7) This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of safe working practices and locate and rectify faults in electrical low voltage equipment following prescribed procedures.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

The extent of the essential knowledge and associated skills (EKAS) required is given in Volume 2 - Part 2.2 EKAS. It forms an integral part of this unit.

- General single phase motors, appliances, composite equipment, and/or control devices:
 - 2.18.13 Appliance servicing working practices
 - 2.19.36 Fault find to 250 V - General appliances
 - 2.19.39 Produce Status Reports using established procedures
- Multi phase motor endorsements, composite equipment, and/or control devices
 - 2.19.34 Fault find to 250 V - Motors
 - 2.19.37 Fault find to 1000 V - Motors
 - 2.19.39 Produce Status Reports using established procedures
- Water heater endorsements

REQUIRED SKILLS AND KNOWLEDGE

- 2.19.35 Fault find to 250 V - Water heaters
- 2.19.38 Fault find to 1000 V - Water heaters
- 2.19.39 Produce Status Reports using established procedures

Evidence Guide

EVIDENCE GUIDE

9) The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

The Evidence Guide forms an integral part of this Unit and shall be used in conjunction with all components parts of this unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. In some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety issues inherent in working with electricity, electrical equipment, gas or any other hazardous substance/material present a challenge for those determining competence. Sources of evidence need to be 'rich' in nature to

EVIDENCE GUIDE

minimise error in judgment.

Activities associated with normal everyday work influence decisions about how/how much the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
 - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the performance criteria and range statement
 - Apply sustainable energy principles and practices as specified in the performance criteria and range statement
 - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.
 - Demonstrate an appropriate level of skills enabling employment
 - Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:

EVIDENCE GUIDE

- Locate and rectify faults in electrical low voltage equipment following prescribed procedures as described in 8) for each endorsement and including:
 - A Following safe work practices and procedures
 - B Identification, testing and isolation of electrical equipment according to requirements
 - C Preparing to locate faults and repairing electrical equipment according to requirement/procedures
 - D Using routine fault finding techniques and procedures
 - E Identifying and locating fault(s) in accordance with requirements
 - F Preparation to replace like for like, implementing routine repairs and reconnecting electrical equipment as per procedures
 - G Rectifying electrical equipment fault(s) in accordance with requirements
 - H Returning to service and testing for polarity and continuity in accordance with requirements/procedures
 - I Returning to service and testing for polarity and continuity in accordance with requirements/procedures
 - J Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items

Note:

Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified.

Context of and specific resources

9.3)

This unit should be assessed as it relates to normal work

EVIDENCE GUIDE

for assessment

practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.
- Workplace evidence to be produced in an industry/regulator approved recording system (logbook) confirming skills development under appropriate supervision

These should be part of the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to locating and rectifying faults in electrical low voltage equipment following prescribed procedures.

Method of assessment

9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires assessment in a structured environment which is intended primarily for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

Concurrent assessment and relationship with other units

9.5)

There are no concurrent assessment recommendations for this unit.

Range Statement

RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit shall/may be demonstrated in relation to be demonstrated in relation to locating and rectifying fault(s) in at least one of the following types of electrical equipment endorsement intended to operate to a connected fixed wired supply up to 1,000 V a.c or 1,500 V d.c:

- Appliances (O)
- Composite equipment incorporating one or more current-using devices and/or controls (P)

Note: Examples of composite equipment are a self-contained refrigeration unit, machine tools, and modular telephone booths.

- Control devices (Q)
- Electrical water heaters (R)
- Motors (S)

Note:

1. Each endorsement achieved is to be reported separately.
2. Limitations of this unit. This unit does not cover the knowledge and skills necessary for work:
 - a) Where high fault currents are possible,
 - b) On complex electrical apparatus and circuits, and
 - c) Associated with fixed wiring other than disconnecting and reconnecting electrical equipment, circuits at a switchboard or to general electrical accessories (including switches, socket outlets, circuit protective devices etc); or installation of or alteration to any part of the fixed electrical wiring system (defined as electrical installing work).listed in the Range Statement of the unit,
 - d) In hazardous areas or on electrical equipment that is part of an explosion protection technique.

Safe Working. Safe procedures for working within in the scope of this unit shall be in accordance with AS/NZS 4836:2001 'Safe working on low-voltage electrical installations.'

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

Unit Sector(s)

Not Applicable

2.2) Literacy and numeracy skills

2.2) Literacy and numeracy skills

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

Reading	3	Writing	3	Numeracy	3

Competency Field

Competency Field 5)

Restricted and Specialisations