



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUEIND01D Source and apply entertainment industry knowledge**

**Revision Number: 1**

## CUEIND01D Source and apply entertainment industry knowledge

### Modification History

Not applicable.

### Unit Descriptor

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| <b>Unit descriptor</b> | <p>This unit describes the skills and knowledge required to source, apply and update a general knowledge of the live entertainment industry.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
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### Application of the Unit

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| <b>Application of the unit</b> | <p>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.</p> <p>It is recommended that this unit be delivered or assessed in conjunction with other operational and technical units.</p> |
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

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| <b>Prerequisite units</b> |  |
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| <b>Prerequisite units</b> |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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## 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><br>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<br>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><br>3.2. Correctly apply information on technological advances in day-to-day work activities  |
| 4. Seek opportunities to update industry knowledge   | 4.1. Identify and use a range of opportunities to update knowledge of the entertainment industry and monitor current <i>issues of concern</i> to the industry.<br>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

| <b>EVIDENCE GUIDE</b>   |   |
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| <p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p> |   |
| <b>Overview of assessment</b>   |   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>   | <p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• general knowledge of the entertainment industry as detailed in the required skills and knowledge and their application to a particular workplace context</li> <li>• understanding of how industry knowledge can be applied to work activities to maximise effective performance</li> <li>• knowledge of how to maintain currency of knowledge.</li> </ul>   |
| <b>Context of and specific resources for assessment</b>   | <p>The assessment context must provide for:</p> <ul style="list-style-type: none"> <li>• project or work activities that allow the candidate to access and apply industry information to specific contexts and work activities.</li> </ul>  |
| <b>Method of assessment</b>   | <p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• case studies to assess application of knowledge of different industry contexts and situations</li> <li>• oral or written questions to assess knowledge of different aspects of the entertainment industry</li> <li>• review of portfolios of evidence or third party workplace reports of on-the-job performance by the candidate.</li> </ul> <p>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).</p> |
| <b>Guidance information for assessment</b>  | <p>Assessment of this unit requires access to:</p> <ul style="list-style-type: none"> <li>• sources of information on the entertainment industry.</li> </ul>  |



## Range Statement

### RANGE STATEMENT

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

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| <p><b>Sources</b> may include:</p>  | <ul style="list-style-type: none"> <li>• discussions with industry practitioners and colleagues</li> <li>• industry associations and organisations</li> <li>• industry functions</li> <li>• industry journals</li> <li>• Internet</li> <li>• media</li> <li>• personal observations and experience</li> <li>• policy and procedures manuals</li> <li>• reference manuals</li> <li>• seminars and other professional development opportunities</li> <li>• unions and other sources of industrial relations information.</li> </ul> |
| <p><b>Information</b> may relate to:</p>  | <ul style="list-style-type: none"> <li>• industry structure</li> <li>• different sectors</li> <li>• products and services available</li> <li>• major industry bodies</li> <li>• relationship between entertainment and other industries</li> <li>• economic and social significance of the industry</li> </ul>  |
| <p>The term <b>entertainment industry</b> covers all sectors involved in the production of any type of live theatre or event. This may include:</p> | <ul style="list-style-type: none"> <li>• any type of event, e.g.             <ul style="list-style-type: none"> <li>• sporting</li> <li>• cultural</li> <li>• charitable</li> </ul> </li> <li>• ballet</li> <li>• concerts</li> <li>• corporate theatre and communication</li> <li>• drama</li> <li>• festivals</li> </ul>  |
| <p><b>Effective work performance</b> may be enhanced by obtaining</p>   | <ul style="list-style-type: none"> <li>• career opportunities</li> <li>• roles, responsibilities and employment rights</li> </ul>   |



| <b>RANGE STATEMENT</b>                                      |  |
|---|--|
| information on:   | of contracted workers <ul style="list-style-type: none"> <li>• unions and employer bodies</li> <li>• professional associations</li> <li>• industrial relations issues</li> </ul>   |
| Information on <i>new technology</i> may include:           | <ul style="list-style-type: none"> <li>• advances in technology and equipment</li> <li>• likely effects of new technology on current work practices and the structure of the industry</li> <li>• ways of upgrading skills to allow for the use of new technology</li> <li>• sources of technical advice and support</li> </ul>   |
| <i>Issues of concern</i> to the industry may be related to: | <ul style="list-style-type: none"> <li>• changing nature of the marketplace</li> <li>• government initiatives</li> <li>• industry expansion</li> <li>• labour issues</li> <li>• impact of developments or trends in other related industries, e.g.               <ul style="list-style-type: none"> <li>• fashion</li> <li>• film, TV and radio</li> <li>• music</li> <li>• retail</li> <li>• sport</li> <li>• tourism</li> <li>• visual arts, craft and design</li> </ul> </li> </ul> |

### Unit Sector(s)

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| <b>Unit sector</b> |  |
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### Competency field

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|-------------------------|--|
| <b>Competency field</b> | Industry capability - industry context |
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## Co-requisite units

| Co-requisite units |  |  |
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