



Australian Government

Department of Education, Employment and Workplace Relations

CUFIND301B Work effectively in the screen and media industries

Revision Number: 1

CUFIND301B Work effectively in the screen and media industries

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work in a team environment in the film, broadcasting and digital media industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>People working in a wide range of occupations in the screen and media industries apply the skills and knowledge described in this unit. They could be working in program production, program presentation, administration, studio operations, broadcast technology, online services, film and sound archives, graphics, scenic art, props, set construction, wardrobe, or technical operations such as lighting, camera and sound.</p> <p>Production teams vary in size from a few people to hundreds, depending on the scale of productions. All team members need a basic understanding of stages in the production process, as well as the roles and responsibilities of personnel involved in the production chain. They also need to understand the culture of the organisation for which they are working, whether their job is permanent or on a contract basis for the duration of a production.</p> <p>Even though people at the level described in this unit work under supervision, they are expected to demonstrate a range of well-developed skills requiring some discretion and judgement.</p> <p>More complex skills associated with working as a freelancer are covered in:</p> <ul style="list-style-type: none"> • CUFIND401A Provide services on a freelance basis.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information 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
Communicate effectively with others	<ol style="list-style-type: none"> 1. Discuss and agree on own tasks and responsibilities in ways that promote good working relationships 2. Negotiate changes to duties in a constructive manner that takes into account the importance of collaboration to the effectiveness and productivity of work in the industry 3. Share information about the results of own work with others who require the information 4. Treat others courteously and in ways that acknowledge their contribution to <i>productions or projects</i> 5. Take into account particular <i>production or project issues</i> that colleagues or clients may have and the <i>protocols</i> to use in resolving them 6. Participate in negotiations to find workable solutions to conflicts that have the potential to reduce personal and team productivity 7. Complete workplace <i>documentation</i> as required
Take responsibility for own personal development	<ol style="list-style-type: none"> 8. Complete enterprise-specific or other <i>training</i> as appropriate 9. Identify opportunities for ongoing professional development and take appropriate action in consultation with <i>relevant personnel</i> 10. Maintain currency of own <i>industry knowledge</i> through a variety of <i>sources</i> and apply information in day-to-day work activities to enhance quality of work performance 11. Respond positively to constructive feedback on own performance and take action to improve as required
Perform own job role effectively	<ol style="list-style-type: none"> 12. Apply <i>values of the organisation</i> to job role 13. Follow organisational work procedures, protocols and other guidelines 14. Comply with relevant <i>legislative and regulatory requirements</i> 15. Comply with relevant industry <i>codes of practice and guidelines</i> 16. Undertake all work with due regard to OHS requirements and procedures
Participate in quality improvement activities	<ol style="list-style-type: none"> 17. Contribute ideas about improving work practices and productivity in appropriate <i>forums</i> 18. Participate in and provide feedback on initiatives aimed at improving work practices

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:
 - clarify work requirements
 - work as a member of a production team - both independently on assignment and under direction
 - use information networks to keep abreast of industry developments relevant to own job role
 - put forward ideas clearly and constructively when discussing or seeking changes to work arrangements
 - maintain good relationships, even when disagreeing with others
- initiative and enterprise in the context of being flexible in response to unexpected changes in work schedules
- problem-solving skills sufficient to distinguish between issues that can be resolved within the parameters of delegated work role authority, and those that must be passed on to higher level officers
- self-management skills sufficient to:
 - prioritise work tasks
 - balance the need for personal efficiency with the needs of others and production requirements
 - work within deadlines
 - make decisions within level of own responsibility
 - seek expert assistance when problems arise
- literacy skills sufficient to read and understand industry information and terminology
- technical skills sufficient to:
 - access and download information from the internet
 - use a computer and other office equipment for the purposes of work role

Required knowledge

- broad understanding of:
 - roles and responsibilities of personnel in the relevant sector of the screen and media industries
 - industry terminology
- basic understanding of common law and broadcasting codes of practice sufficient to identify issues that could lead to legal action
- Sustainable work practices for individuals and organisations in screen and media
- OHS standards as they apply to working in the relevant sector of the screen and

REQUIRED SKILLS AND KNOWLEDGE

media industries

Evidence Guide

EVIDENCE GUIDE	
<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>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to: <ul style="list-style-type: none"> • perform work tasks according to organisational requirements and values • comply with requirements of relevant legislation and regulations • source and apply information about industry issues and developments • collaborative approach to work • effective communication skills in a team environment.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of relevant and current industry information • access to appropriate technology to collect, download and store industry information • 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	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • observation of the candidate participating in workplace meetings • 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 apply knowledge to different industry contexts and situations.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBDIV301A Work effectively with diversity.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 or projects may include:

- commercials
- feature films
- film and sound archival projects
- live or prerecorded radio and television productions, e.g.:
 - music
 - drama
 - documentaries
 - comedy
 - variety
 - sport programs
 - news
 - current affairs
 - game and quiz shows
 - outside broadcasts
 - live events and performances
 - talkback
- music videos
- online:
 - discussion forums
 - audio streaming
 - video streaming
- short films.

Production or project issues may include:

- availability of personnel
- availability of resources
- available budget
- end user
- production schedule
- production values
- requirement that programs go to air on time
- target audience
- technical parameters and requirements

RANGE STATEMENT	
	<ul style="list-style-type: none"> • timelines.
Protocols may include:	<ul style="list-style-type: none"> • enterprise procedures for complying with privacy regulations • observing protocols of companies or organisations appearing in productions • taking appropriate account of cultural and religious practices when recording or filming material for broadcast.
Documentation may include:	<ul style="list-style-type: none"> • booking sheets and confirmations • budget reports • call sheets • cast information • contact lists • copyright clearances • cue sheets • diary entries • documentation on scripts and ancillary information, such as: <ul style="list-style-type: none"> • shot descriptions • shot numbers • camera numbers • cue information • lighting cues • videotape track information • graphics or digital effects information • durations • timings • fault reports • file notes • general in-house correspondence, such as: <ul style="list-style-type: none"> • memos • notes • email • hazard reports • records of meetings • running sheets • schedules • timesheets.
Training may include:	<ul style="list-style-type: none"> • on-the-job, e.g.: <ul style="list-style-type: none"> • features of and procedures for using

RANGE STATEMENT	
	<p>specified equipment and facilities</p> <ul style="list-style-type: none"> • administrative procedures and protocols • workplace health, safety and security procedures • equipment maintenance procedures • features and functions of specified broadcast facilities, equipment and network systems • overview of the technology infrastructure supporting a broadcast network • overview of international, national and regional operations • staffing structure and chain of reporting • regulations that apply to specific enterprises • off-the-job, e.g.: <ul style="list-style-type: none"> • short courses • skill sets • national vocational education and training (VET) qualifications • state-accredited qualifications.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • broadcasters • camera personnel • designers • directors • editorial staff • film laboratory personnel • floor managers • graphics personnel • legal advisers • lighting personnel • producers • production managers • program managers • reporters • sound personnel • special effects staff • station managers • supervisors • switchboard operators • technical directors

RANGE STATEMENT	
	<ul style="list-style-type: none"> • technical staff, e.g. maintenance • video operators • volunteers' coordinators • writers.
Industry knowledge may include:	<ul style="list-style-type: none"> • impact of new technologies on the screen and media industries • role and profile of different sectors in the screen and media industries • role of regulators and government • structure and operation of the broadcasting industry in Australia and internationally • technical standards.
Sources may include:	<ul style="list-style-type: none"> • discussions with current industry practitioners, colleagues and community groups • electronic and print media (e.g. news, reviews and articles, technical publications) • employee and industry association representatives • events (e.g. industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals and social events) • government bodies and associated publications • induction kits • internet • libraries • peak copyright organisations • personal observations and experience • policy and procedures manuals • reference books, industry information sheets, magazines and journals • retail and wholesale suppliers of products and services • training programs, seminars, conferences, symposiums, workshops, master classes and other professional development opportunities • unions and union publications (newsletters, magazines, bulletins and letters) and other sources of industrial relations information.
Values of the organisation may include:	<ul style="list-style-type: none"> • explicit values described in organisational documents • implicit, undocumented organisational cultural values.

RANGE STATEMENT	
<i>Legislative and regulatory requirements</i> may include:	<ul style="list-style-type: none"> • current, relevant legislation, regulations, codes of practice (federal and state) and policy relating to: <ul style="list-style-type: none"> • OHS • privacy and confidentiality • environmental issues • anti-discrimination and equal employment opportunity • business compliance • workplace and industrial relations • quality assurance • copyright • defamation • racial vilification • obscenity • contempt of court • privacy.
<i>Codes of practice and guidelines</i> may include:	<ul style="list-style-type: none"> • ABC codes of practice • Australian content standards • broadcasting services in relation to: <ul style="list-style-type: none"> • commercial radio compliance program • commercial radio advertising • commercial radio current affairs disclosure • children's television standards • commercial radio codes of practice and guidelines • commercial television industry codes of practice • community broadcasting codes of practice • guidelines for films and computer games • open narrowcast radio codes • SBS codes of practice • subscription narrowcast radio codes • subscription television code of practice.
<i>Forums</i> may include:	<ul style="list-style-type: none"> • enterprise-specific surveys and questionnaires • online discussion forums • performance appraisal processes • planning days

RANGE STATEMENT	
	<ul style="list-style-type: none"> • production briefing and debriefing sessions • staff meetings.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry capability - industry context
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Co-requisite units

Co-requisite units		