



Australian Government

Department of Education, Employment and Workplace Relations

CUFIND402A Develop screen and media specialist expertise

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to specialise in one or more fields in the film, broadcasting and digital media industries.</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

Application of the unit	<p>This unit applies to specialist operators working in a wide range of occupations in the screen and media industries, including lighting, camera, sound production, broadcast technology, and film and sound archival services.</p> <p>This unit requires the application of technical and conceptual skills necessary to operate in a specialist capacity, as well as communication and strategic planning skills in order to work cooperatively in a team environment.</p> <p>This level of specialist work is usually undertaken with limited guidance and specialists could also be responsible for mentoring others on the job.</p>
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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
Apply screen and media skills in a specialist context	<ol style="list-style-type: none"> 1. Plan strategies to develop and enhance <i>technical skills</i> in a specialist screen or media context 2. Use <i>critical thinking techniques</i> to identify work-based opportunities to enhance technical skills 3. Identify and use feedback, discussion and evaluation techniques to continuously improve technical skills 4. Explore capability of materials, tools and equipment as a means to continuously improve technical skills 5. Identify and use relevant <i>sources of information</i> to stimulate technical skills and professional development opportunities
Research and apply screen and media trends and emergent technologies	<ol style="list-style-type: none"> 6. Identify <i>trends and emergent technologies</i> in the screen and media industries using appropriate sources of information 7. Examine and clarify implications and consequences of trends and emergent technologies 8. Critique and review trends and emergent technologies with <i>relevant personnel</i> to explore, develop and express conceptual ideas 9. Explore and use new ideas and emergent technologies to expand own technical and conceptual skills
Evaluate own skills in specialist context	<ol style="list-style-type: none"> 10. Seek and apply constructive criticism from others to improve own technical and conceptual skills 11. Continuously evaluate own technical skills against planned strategies and career goals 12. Compare and contrast own technical skills to those of other specialist technicians in order to extend and enhance own professional work practices 13. Adjust own professional work practices to improve and refine technical and conceptual skills

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 access information relating to trends, emergent technologies, work opportunities and career planning in the screen and media industries
- literacy skills sufficient to interrogate and interpret a broad range of information on new trends and technologies in the screen and media industries
- communication skills sufficient to:
 - critique and discuss new trends and technologies
 - discern and listen to advice from relevant personnel
 - transfer newly acquired knowledge to peers and/or employees
 - use industry and community networks as sources of information
- critical thinking skills sufficient to identify work-based opportunities to enhance technical and conceptual skills
- learning skills sufficient to seek expert advice when implementing new trends and technologies
- planning and organising skills sufficient to plan integration of new technologies into own professional work practices
- problem-solving skills sufficient to recognise and resolve workplace issues when implementing new technology into own professional work practices
- technology skills sufficient to coordinate the installation of new technology

Required knowledge

- commonly used research methodologies
- copyright, moral and intellectual property issues associated with research
- current trends and emergent technologies in the screen and media industries
- OHS requirements relating to specialised screen and media technical skills
- organisational implications of adopting trends and emergent technologies
- organisational planning and review processes
- physical capabilities of materials, tools and equipment and their applications
- theoretical and historical contexts relevant to area of specialisation

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 evaluate own technical and conceptual skills against planned strategies and career goals • application of planned strategies to develop and enhance own technical and conceptual skills • ability to research trends and emergent technologies within the screen and media industries • use of discussion and evaluation opportunities to inform and develop own technical and conceptual skills.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an environment where conceptual ideas can be critiqued and reviewed with relevant personnel • access to an environment where technical and conceptual skills can be developed and enhanced • access to appropriate technology and sources of information to research trends and emergent technologies within the screen and media industries • 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 • direct observation of the candidate developing and enhancing technical and conceptual skills • written or oral questioning to test knowledge of developing screen and media specialist expertise • case studies to assess candidate's ability to research

EVIDENCE GUIDE	
	trends and emergent technologies <ul style="list-style-type: none">• problem-solving activities to assess candidate's critical thinking skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• BSBREL401A Establish networks• BSBOHS407A Monitor a safe workplace• BSBCRT402A Collaborate in a creative process• BSBCRT401A Articulate, present and debate ideas.

Range Statement

RANGE STATEMENT

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

- maintaining broadcast systems
- operating film projection and television equipment
- operating master control systems
- operating sound equipment to record, enhance, mix and amplify sound in support of television, radio, film, video and the performing arts
- planning and installing broadcast studios and equipment
- positioning and controlling lighting equipment for stage, television, video or film productions
- recording, editing, mixing and preparing material for broadcast
- restoring and preserving film and sound material
- setting up and maintaining broadcast transmission facilities
- setting up and operating cameras for film, television and video productions.

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

RANGE STATEMENT	
	<ul style="list-style-type: none"> • recognising contradictions • transferring insights to new contexts • using critical vocabulary.
<p><i>Sources of information</i> may include:</p>	<ul style="list-style-type: none"> • copyright and legal representatives • discussions with innovative industry practitioners • electronic and print media (e.g. news, reviews and articles) • employee association, union representatives and other sources of industrial relations information • events (industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals and social events) • government bodies and associated publications • induction kits • industry associations • internet • libraries and archives • personal observations and experience • policy and procedures manuals • professional development opportunities, such as: <ul style="list-style-type: none"> • awards • competitions • conferences • exhibitions • master classes • seminars • symposiums • training programs • workshops • reference books, industry information sheets, magazines and journals • retail and wholesale suppliers of products and services • technical publications.
<p><i>Trends and emergent technologies</i> may include:</p>	<ul style="list-style-type: none"> • advances in equipment and technology, including: <ul style="list-style-type: none"> • lighting, camera and sound equipment

RANGE STATEMENT	
	<ul style="list-style-type: none"> • film projection and television equipment • radio and television broadcast transmitters • broadcast facilities and equipment • film and sound archiving technologies • alliances with allied technologies and businesses • changing nature of the marketplace, including: <ul style="list-style-type: none"> • business structures and operational strategies • new markets (market contraction or expansion) • new terminology • social, political and environmental developments.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • broadcasters • camera personnel • designers • directors • editorial staff • floor managers • graphics personnel • legal advisers • lighting personnel • technical staff, e.g. maintenance • producers • production managers • program managers • reporters • sound personnel • special effects staff • station managers • supervisors • technical directors • video operators • volunteers' coordinators • writers.

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		